

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.



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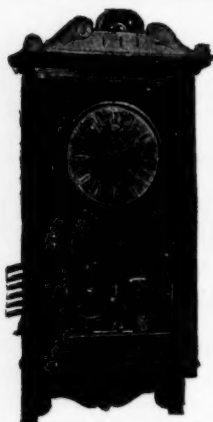
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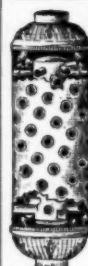
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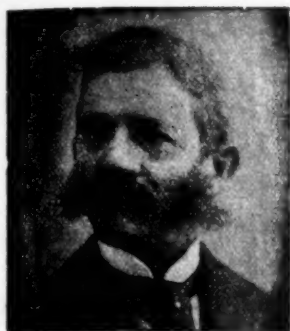
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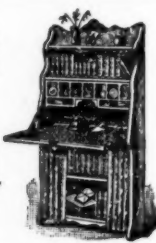
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LI.

For the Week Ending November 23.

No. 19

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

The Higher Purpose of the School.

There are still many teachers who do not understand the trend of the times and flatter themselves that they are carrying out the purposes for which they were appointed when they are filling the heads of their pupils with so-called practical knowledge. Said one of this deluded class recently to the writer: "I'll tell you frankly why I do not read your JOURNAL any longer. You are constantly preaching that the school must seek above all things to make the children moral, and that reading, writing, arithmetic, geography, physiology, and United States history are all to be subordinated to that object. That may be all right for you to say, but if you should be teaching in a city school here, you would soon give it up as bosh and nonsense, as I have done long ago. The schools belong to the people and we must give them what *they* want, never mind what you educational journalists think of it. My plan is to read the daily papers to keep informed as to what the people expect of me. Now I have found that, barring a few cranks who somehow get their fool notions on school keeping into print now and then, everybody believes in teaching the children in the public schools the rudiments of knowledge and leaving everything else to the parents and private enterprise." It is evident that what this teacher mistakes for expressions of popular opinion is nothing but the clamor of newspaper praters and those misguided people who either have no aims of life at all or else a very low one.

All thinking parents of children expect more of the schools than drill in the three R's and a smattering of geography, history, and physiology. Newspapers, as a rule, do not see this. Still there are exceptions, and occasionally there appears an editorial article that voices the true opinion of a thoughtful public on the higher mission of the public school. Such an editorial recently appeared in the *Minneapolis Times* under the caption "Morals in the Schools." It reads as follows:

"In all the controversies over the school question—out of which nothing comes, as a rule, but confusion and bad blood—nobody objects to moral education and training in the public schools. Education is no longer understood to consist in mastering the three R's, but is found in that moral culture which extends beyond the school-room, to the playground, and teaches that a meaner thing can be done than fail in a recitation or violate one of the ordinary rules of the school. Teachers who have adopted the Gradgrind methods of education will not understand it, but those who are fitted for their profession will admit that education is not

the cramming of certain facts and rules into the hard little head of a young Adam; but the training that shall make his mind and moral nature malleable for the work of life; that shall cultivate honesty as well as mathematical capacity, truthfulness as well as linguistics, and send the boy out to his work in the world with a clean soul as well as a clever head.

"Let the spirit of manly sincerity and honor and of simple womanly goodness be made to enter the boys and girls of the crowded schools—herein lies more hope for the future than we are justified in feeling now, and here we shall find the remedy for the prevailing low moral tone, so bewailed by Diogenes and Cassandra, and their train. Better the stiffest and sternest Puritanism of 150 years ago than the flabby sense of honor, the adjustable sense of truth of which we see so many evidences. Of course it is useless to expect in the Gradgrind sort of teacher the moral inspiration that could make him guide, with a little practical talk here and there, his boys to a higher life. But the teacher who goes to his (or her) work with a sense of its real importance, with a realization of his obligation to something higher than the board of education—such a teacher holds a tremendous power in heart and voice. In heart—for it is practical religion—which is the essence of morality—that moves to good living and good thinking, that is wanted—rather than the cut-and-dried morality of the third-rate dogmatist. A child may be given an upward trend with a single sentence, coming in a happy moment; but that sentence must be a thing of spirit, no matter for the form.

"No need of long moral discourses in the schools; but there should be and no doubt there is in many schools, a constant current of quiet instruction in the things that go to make men and women true, honest, and high-minded. Fifteen minutes, for instance, could well be spared from a day's lessons, if they were devoted to making a few boys feel keenly that cruelty, of which there is too much in the schools, was a sneaking and stupid thing. There are many large boys who are habitually brutal in their treatment of their smaller playmates, and not long ago a boy in one of our public schools received such savage treatment that for several days he was disabled by his injuries. What sort of education is it that does not teach children to feel themselves disgraced by brutality like this?

"It is plainly folly to leave all moral training to home and parents; the hours in which a child comes under those influences are more than balanced by the hours of school and play. Instruction in good living, given constantly, with simplicity, with heartfelt sincerity and kindness, is what children especially need to receive from their teachers. What shall it profit a boy if he leaves school skilled in figures, but untaught in the manly honor that would make him an upright man of business? Or a girl, if with her grammar and rhetoric she has not learned to speak the words of truth, of unselfishness and charity?"

Next week's JOURNAL will be the annual Christmas number. It will be beautifully illustrated, and will contain at least seventy-two pages. There will be an article on "How Christmas is Celebrated in Professor Rein's Pedagogical Seminary at Jena," "Christmas in a Deaf and Dumb Asylum in Russia," etc. Another prominent feature will be Christmas exercises, comprising poems, music, stories, hints for school-room decoration, etc. Miss Mary Proctor contributes an article on "The Star of Bethlehem." There will be sixteen pages of book reviews, illustrated with cuts from new holiday books. The whole paper, from cover to cover, will be filled with the Christmas spirit.

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Home-made Apparatus. XIII.

By Prof. JOHN F. WOODHULL, Teachers College, New York City.

PHYSIOLOGICAL APPARATUS.

No. 94. Apparatus to Show How Inhalation and Exhalation Result from the Expansion and Contraction of the Chest Cavity.—A common lamp-chimney is used to represent the chest-cavity. Rubber cloth is tied over the bottom to represent the diaphragm. A rubber stopper with one hole fits the top of the chimney, and through the hole a short piece of glass tubing passes, upon the lower end of which is tied a gold-beater's-skin bag (sometimes a rubber balloon is used instead) to represent the lungs. We may contract and enlarge the space inclosed within the lamp-chimney by pushing upward the rubber cloth or drawing it downward, when the bag which represents the lungs will collapse and inflate, as represented in figures 85 A and B.

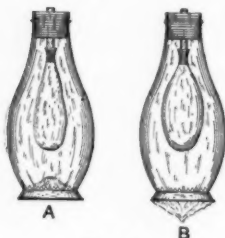


FIG. 85.

This apparatus has many uses, as the following will show: We may with a finger close the hole in the stopper, and then, when we try to move the rubber cloth up and down we appreciate how great is atmospheric pressure, somewhat as it is illustrated by Magdeburg hemispheres; but while we are doing this the bag inside of the chimney moves slightly, showing the relation of atmospheric tension to atmospheric pressure, as was illustrated in apparatus No. 25.

It may be used to introduce the study of the pump. Figure 86 illustrates the modification of the apparatus for this purpose. We enlarge the space in the chimney by pulling upward the rubber cloth, just as we enlarge the space in the cylinder of a pump by pulling up the piston, and the tension of the air in the chimney is now reduced, so that it no longer balances the atmospheric pressure. Atmospheric pressure then forces the water up the tube and into the chimney. If this tube is nearly closed at the upper end we have the fountain, caused by atmospheric pressure, as described under apparatus No. 29. If, now, we invert this apparatus and reverse the tube in the stopper, so that the large end of it may dip into water inside of the chimney, we may push upward the rubber cloth and have a fountain, caused by compressed air, as described under apparatus No. 29. This lamp-chimney is used in apparatus No. 33 and apparatus No. 34. It is frequently used for apparatus No. 37a by holding the chimney as shown in figure 86 and laying a book, with other weights, upon the top, then connecting a long rubber tube with a short piece of glass tubing, which passes through the stopper.

To illustrate how oxygen diffuses through the lungs into the blood, and how carbon dioxide passes out from the blood, carbon dioxide is passed into the chimney, either from apparatus No. 8 or directly from one's lungs, and then the gold-beater's-skin bag, which is an animal membrane like the lungs, is put back in place, as shown in figure 85. The short tube which carries the bag is made to extend only half-way up through the hole in the stopper, and another glass tube is thrust down into the same hole to meet the short piece of tubing. We then pull down the rubber cloth and draw air into the pseudo lungs. Osmose goes on between the gases in the chimney and those in the bag, as is shown by making the glass tube which leads out from the chimney dip into lime-water, pushing up the diaphragm and making this chimney exhale.

Cost.—Lamp-chimney and rubber cloth from apparatus No. 33. Rubber stopper No. 7 with one hole (one hole plugged) from apparatus No. 49. Gold-beater's-skin bag from apparatus No. 49.



FIG. 86.

Citizen's Reception to Public School Teachers.

A MOVEMENT INAUGURATED AT MALDEN, MASS., TO BRING TEACHER AND HOME IN CLOSER TOUCH.

On October 30 the citizens of Malden gave a reception to the public school teachers. THE JOURNAL has already spoken of its splendid success. But as all indications show that the affair means the inauguration of a movement that bids fair to spread to all localities whose citizens are anxious to assist in establishing a closer union between home and school and by bringing the fathers and mothers of school children in closer touch and sympathy with the teachers and their educational efforts—it will be expected that a fuller account should be printed. And this THE JOURNAL gladly does in the hope that the Malden plan will have a favorable hearing everywhere.

The reception was by no means an exclusive society event, but the doors were thrown open to the general public, and men and women of all social positions were present to say a kind and encouraging word to the teachers.

The reception was entirely informal. For a half hour before 6 o'clock the teachers and the reception committee, which included a coterie of Malden's first-class citizens, met in a social way. After this a sumptuous repast was partaken of in a large hall of the basement of the church thrown open for this occasion. Representative Ezra Allen Stevens made a happy address of welcome, in which he paid a high tribute to the teachers and the distinguished guests. Hon. Elisha S. Converse presided over the banquet, and Rev. Joshua W. Wellman asked the blessing. The scene in the banquet hall was very picturesque. The bright glare of electric lights was mellowed by the shades of the rich banquet lamps that graced the long tables. Covers were laid for 300 persons, and the room was aglow with the life and animation of Malden's 200 teachers. Upon the platform were tables accommodating the various committees who had been in charge of arrangements, and across its front was the guests' table, at which were the special guests of the evening.

The repast over, the party repaired to the chapel once more and the hour between 7 and 8 slipped away in an informal social meeting of parents and teachers. There was the freest hospitality and the warmest friendliness and congeniality of spirit. Members of the high school alumni association acted as ushers.

Evening Program.

At 8 o'clock the doors between the vestry and the church were opened, and the imposing exercises on the evening program began.

Hon. Arthur J. Wellman presided. Seated on the beautifully decorated platform with him were Mayor Stevens, ex-Mayors Coggan and Winn, Representatives Stevens and Boutwell, Chairman Saville of the board of aldermen, Alderman Dean, President Sweney, of the common council, President Winslip of the high school alumni, Supt. Daniels, Prin. Gay of the high school, Rev. J. W. Wellman, D. D., Rev. H. O. Hiscok, Francis Bellamy, James B. Upham, of the *Youth's Companion*, F. E. Woodward, and W. H. Hawley.

The high school chorus of 65 voices, under the direction of Mr. M. E. Chase, instructor of music in the public schools, sang "Eventide." President Wellman then gave the opening address in which he described the purpose of the gathering. He said:

"It was the custom, in oriental countries for the ruling sovereign to spend large sums of money and great pains in the education of the prince who was to succeed to the throne. We in America are all sovereigns, and the children of America are all princes, and with the money that is spent in the public schools they are to be equipped and made equal to the great leadership of this country which will devolve upon them as they come up to the years of maturity. There are many things in which we differ. You and I do not always agree on politics, on religion, or on philosophy. But there is one thing on which we are united. It is that a general education is necessary to maintain and fortify our government. We see the great responsibility that is intrusted to you in molding the success of this institution. You mold the minds which are to mold the future of this great country."

Rev. Mr. Hiscok offered prayer, and Mr. Wellman read letters of regret from Mr. Dowse, chairman of the school committee; from William T. Harris, U. S. commissioner of education, and from ex-Senator Henry W. Blair of New Hampshire. All these gentlemen expressed their hearty sympathy with the spirit of the gathering, and with the line of activity which it suggested.

Mr. Wellman then introduced Prin. George E. Gay, of the Malden high school, as the "man whom Massachusetts chose as its representative at the Columbian Exposition," who said, in part:

"It is a very pleasant duty which I am called upon to perform to-night, to express in behalf of my fellow teachers their gratitude for the exercises of this evening, and for the spirit which actuates these exercises. There has been splendid co-operation in this gathering. To His Honor the Mayor, and the other gentlemen who took the first steps in promoting this enterprise, to the various committees who have so efficiently performed their work, to the other citizens who have aided in so many ways, to the High School Alumni Association, who show so well by their bearing

and their character the kind of men that our public schools are returning to the city, to the high school chorus for its music, to the representatives of the commonwealth, to these other distinguished gentlemen who honor us with their presence, to this audience, one of the largest ever assembled in the city for any purpose, and shall I say it?—to Mr. James B. Upham, the soul of so many philanthropic enterprises—to all we say, thank you, from full hearts.

"Next to the consciousness of work well done is work appreciated by those for whom it is done.

"I wish it were in my power to express the gratitude which we, as a body feel toward you. And after all, this is not such a new idea as people might suppose. Is it not an old New England custom to invite the school teacher home to dinner, especially when there were marriageable sons in the family? I wonder, after all, if this is not a kind of Thanksgiving dinner, and after all, what a cohort of marriageable young men the Alumni Association has shown us.

"I hope your examples may be followed by other cities. I am sure it is bound to bring about the closest possible friendship between parents and teachers in their common work."

Supt. Charles A. Daniels, who has just completed a quarter of a century's service as the head of Malden's schools, was the next speaker. "Our plans in life," he said, "are formed very largely with reference to our children's welfare and interests. We rejoice in their prosperity and deeply sympathize in their misfortunes. We take proper pride in their social position. Now as society is constituted we must depend for their training largely upon the public schools. When we say we must depend upon the schools we say we must depend upon the teachers. All our money is wasted unless the teacher is patient and faithful to her work. If your schools are in a good and prosperous condition, you are indebted almost wholly to your guests whom you are delighted to honor this evening."

The high school chorus then sang "Image of the Rose," after which Secretary Frank A. Hill, of the state board of education, was introduced. His brief and pointed address was listened to with great interest. He said in part:

"The old legal maxim, 'in loco parentis' applies admirably to the position of the teacher. Then teacher and parent should stand by each other on a common platform. If it is true that the school reflects the teacher, then it is true that the school and teacher together reflect the public. Certainly the teacher should never be called upon to educate the boys of the school and at the same time to carry along the great public above her.

"The difference between old methods and new methods is marked. I remember my old high school master. I saw his obituary not long since. He was not regarded as a success as a teacher. But though I studied under Packard and many other illustrious educators, there is none to whom I look back with so much reverence and interest as to him. He had caught the spirit of the coming age.

"The multiplication table may be a good thing for diet. But for regular meals there is the prayer of the ritual, Good Lord, deliver us.

"I remember that this old teacher used to get out on his desk his little library of books, treasures. He would bring out every Saturday his collection of books, his treasures, and get us around him and talk to us about them, arouse our interest, and someone would read for a couple of hours from one or another volume. Ultimately every one of the boys and girls in the school had made the acquaintance of the 200 or 300 volumes his library had contained. He was a lover of nature. He interested us in botany, in all God's creations. He had caught glimpses of the fact that it is a great thing for a boy or a girl to have strong natural activities and proclivities, the spontaneous play of the mind ultimately true to itself. It was a revelation to us when we entered his presence. That awakening should have taken place in the primary school. But it was not understood at that time. This is the ideal of our educational system. However difficult it may be to define this ideal in cold intellect, we can carry that ideal in the sunny recesses of our hearts."

Ex-Governor John D. Long after a few witty introductory remarks that put his audience in good humor, said:

"All pleasantry aside, I should be false to the occasion and false to myself did I not attempt to express the inspiration and pleasure which I take in this occasion, an occasion almost unprecedented in Massachusetts. The credit of the undertaking is due to the growing feeling in the progress of the times. The teacher's is almost the highest responsibility of the present time.

"Think of the safeguards that you throw around material treasures and compare their worthlessness with that exquisite, priceless, incalculable value of the human soul, of the human mind. I speak of that because I do not think you can get at the true value of education until you appreciate the pricelessness of the intellectual powers. That is what the Latin word means. It is educating, drawing out, not the cramming of the mind with external knowledge. When you recognize this fact then you learn what this responsibility means. Education is not merely the accomplishing of a task, as has been well illustrated here to-night. It is the enlargement of that mind which should culminate ultimately in the man, in the citizen. Sometimes we speak as if the value of the child were in the future. Let us not forget that it is in the present.

"Education is the development of citizens. The school therefore stands not only for education in the intellectual sense, but in that large moral nature, the making the most of that divine spark which is called the human soul. It is true that our public schools are in their infancy. Mr. Hill has told you of the 200 years of rural simplicity. From that time on it changes more. It is not for you and for me. It will be for the little ones under the care of these teachers to participate in these great strides of progress which are to come."

Judge Advocate General Champlin, representing Governor Greenhalge, gave a pleasing account of a short experience he had in teaching school up near the Canada border. One of the pleasant things of the present occasion to him was the meeting of several old friends who were now teachers in the Malden schools. It seemed to him proper that the first meeting of

kind the should be held in a church. The freedom of school life was furnished first in the church. He closed with the words:

"There is nothing like the public school system as a great leveler. The children of the rich and the poor, of whatever nationality, creed or color, jostle elbows together, and the contact is good for themall."

The pleasant event closed with the singing of Charles Brooks' "God Save the State," by the chorus and audience:

God bless our native land!
Firm may she ever stand,
Through storm and night!
When the wild tempests rave,
Ruler of wind and wave,
Do thou our country save
By thy great might.

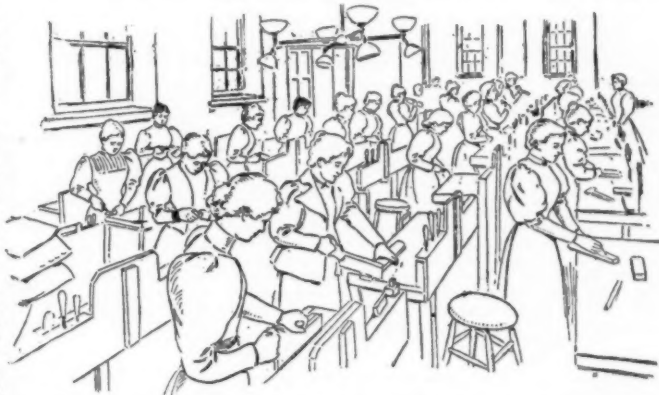
For her our prayer shall rise
To God above the skies;
On him we wait;
Thou who art ever nigh,
Guarding with watchful eye,
To thee aloud we cry,
God save the state.

(A brief account of how the plan originated, how the money was raised, etc. will be given in a later number.)

Woodwork for Girls.

PLAN ADOPTED IN THE GIRLS' NORMAL SCHOOL,
PHILADELPHIA.

The class in woodworking was established in the Girls' normal school at Philadelphia three years ago has proved itself a marked success and those who have watched the experiment are confident that this will induce other institutions for the education of women to take up that branch of manual training. How the work came to be introduced may be briefly explained. The girls in this school are studying to be teachers. It has been proposed to establish in Philadelphia manual training departments for boys of grammar school age, and Dr. Brooks, superintendent of schools, has written an elaborate report upon the subject, in which he warmly advocates the introduction of woodworking in



the elementary schools. If, as every sign indicates, this subject becomes a feature of the common school curriculum, teachers of the various grades in the elementary schools will be expected to be familiar with the exercises which the children in those grades will be obliged to practice. It is not proposed that the grade teachers shall teach the woodworking, because the plan suggested advises the employment of special teachers for this subject, but in order that the woodworking may not be a thing apart from the other subjects of the curriculum it is necessary for the teacher to be able to correlate and co-ordinate the woodworking with the language, arithmetic, and other work of the school.

It is for these reasons that the Girls' normal school has taken up the subject and provided for its pupils instruction in woodworking just as it does in history or geography. The girls take to the work immensely, in many cases liking it better than their other studies, and the work they do is painstaking and remarkably creditable. For the accommodation of this class a room has been fitted up in the basement with working capacity for forty girls.

All the students in the junior class take the course in woodworking, but only this number can be employed at one time.

The room is a well-lighted apartment, with three rows of desks, running its length, each desk seating two pupils. These desks are practically work benches, for they are high, flat-topped and furnished with a rack for tools in the center, between the two girls, who sit facing each other.

In this rack are placed hammers and saws, brace and bits, chisels and planes. In fact a complete set of carpenters' tools. By the side of each girl is a miniature vise, and the top of the table forms a convenient rest for a drawing board, with T-square and triangle.

Every girl makes her own working drawings, figuring until she has them mathematically correct, and then starts away sawing and planing with the precision of a skilled carpenter. They do not make articles such as carpenters produce, however, but devote themselves simply to exercises illustrative of the principles of carpentry, devoting special attention to the pedagogy and

relations of woodworking to other school work and studying how the interest of the child in the manual work may be carried over into other studies.

Miss Caroline Pratt, a graduate of the Teachers college, of New York city, has charge of the class in woodworking and herself has made a special study of this branch.

Upon the western wall of the school-room, where the woodworking is studied, is a long blackboard, and upon this the teacher draws the examples the girls are to cut out in wood. These drawings are then reproduced to a scale by the pupils.

After this is done the girls go to work beveling strips of wood, boring rows of holes, making various forms of joints, dovetailing and mortising pieces of wood together, and, in fact, going through all the processes a carpenter uses in turning out his finished work. To start with, they are given rough pieces of wood about a foot square, and these they shape into form themselves.

The girls are incidentally taught how to keep their tools in order; at least, to a limited extent, as there is not time enough at their command to enable them to do all the work in this direction. It is this lack of time that also forbids the turning out of finished work. Two periods of fifty-five minutes a week are devoted to teaching this branch, and altogether 420 girls receive instruction in the woodworking department.

The accompanying cut is from the Philadelphia *Record* to which THE JOURNAL is indebted also for the above report.

Conduct of the Recitation.

Lesson-Outlines by Houston, Texas, Teachers.

In March Supt. Sutton, of Houston, Texas, sent out an "Institute Circular" (see note on page 482) inviting his teachers to study the subject of "Method-Wholes and Their Treatment," as presented in EDUCATIONAL FOUNDATIONS for January, 1895, and to be thereby prepared to discuss in a comprehensive way the following outline:

1. Show the necessity of dividing the subject-matter of instruction. What is the correct basis upon which the division of subject-matter should be made?

2. What is meant by *method whole* or *methodical unit*? Name ten method-wholes treated by yourself this month.

3. Discuss these five formal steps in the treatment of a method-whole, and show the psychological necessity of each step. (a) *preparation*, (b) *presentation*, (c) *comparison*, (d) *summary*, (e) *application*.

The "Notary's Story," from Longfellow's "Evangeline" was proposed for consideration as a reading lesson to be properly treated according to these five formal steps. The treatment of this lesson and of other method-wholes, as prepared by several Houston teachers, is below presented in outline. The lesson plans, which are practically the results of the institute work at Houston, are suggestive as to what may be considered the essential requirements to be looked for in good recitations.

The Notary's Story.

"Once in an ancient city, whose name I no longer remember,
Raised aloft on a column, a brazen statue of Justice
Stood in a public square, upholding the scales in its left hand,
And in its right a sword, as an emblem that justice presided
Over the laws of the land, and the hearts and homes of the
people.

Even the birds had built their nests in the scales of the
balance
Having no fear of the sword that flashed in the sunshine above
them.

But in the course of time the laws of the land were corrupted;
Might took the place of right, and the weak were oppressed,
and the mighty

Ruled with an iron rod. Then it chanced in a nobleman's
palace,

That a necklace of pearls was lost, and ere long a suspicion
Fell on an orphan girl who lived as maid in the household.
She, after a form of trial, condemned to die on the scaffold,
Patiently met her doom at the foot of the statue of Justice.
As to her Father in heaven her innocent spirit ascended,
Lo! o'er the city a tempest rose; and the bolts of the thunder
Smote the statue of bronze, and hurled in wrath from its left
hand

Down on the pavement below the clattering scales of the
balance,

And in the hollow thereof was found the nest of a magpie,
Into whose clay-built walls the necklace of pearls was
inwoven."

—From Longfellow's *Evangeline*.

The Teachers' Preparation.

By W. S. SUTTON.

(a) What general truth may the selection, when considered as an individual, be said to represent?

(b) Does this individual fitly and adequately symbolize its general?

(c) How may the principle of the "correlation of studies" be observed in the treatment of this method-whole?

(d) Could this selection be properly taught, if the element of moral instruction should be eliminated from the treatment?

(e) A poet sings:

"Great are the symbols of being, but that which is symbolized
is greater."

Apply this statement in making a comparison of the thought of the selection with the language by which it is expressed

5. Show how these four verses, taken from Longfellow's "Evangeline," illustrate the universal law that the mind moves from the



NEW YORK INSTITUTION FOR THE DEAF AND DUMB, GRAND BOULEVARD, BETWEEN 164TH AND 165TH STREETS.

individual to the general, and then back with the general to the individual.

"Keenly the lightning flashed; and the voice of the echoing thunder
Told her that God was in heaven, and governed the world He created!
Then she remembered the tale she had heard of the justice of Heaven;
Soothed was her troubled soul, and she peacefully slumbered till morning."

Treatment of the Method-Whole.

IN THE HIGH SCHOOL.

By JESSIE L. MONTGOMERY.

I. Preparation.

- "Daily injustice is done, and might is the right of the strongest."
"Man is unjust, but God is just, and finally justice Triumphs."
I. "This was the old man's favorite tale, and he loved to repeat it
When his neighbors complained that any injustice was done them."

This—the context. In teaching selections from literature, the context is very often helpful in preparing pupils for receiving the lesson.

2. Explanation of new and unfamiliar terms.

Justice—personification explained:

- "Holding scales in its hands,"
"And in its right hand a sword,"
"Ruled with an iron rod,"
"Magpie," etc.

II. Presentation.

1. Reading of the selection by parts, and determining the theme of each (the partition being determined by the theme, of course, and not by verses or paragraphs);

- (a) First seven lines—Personification of Justice;
Land pure.
(b) Eighth to middle of eleventh line—Lack of justice;
Land corrupted.
(c) Tenth to the end—Man's injustice;
God's justice, or the triumph of justice.

2. The relation of the parts to each other, and to the accomplishing of the author's purpose

III. Comparison of this unit with similar units.

1. Success, eventually, of American Revolution.
2. Success, eventually, of Texan Revolution.
3. Triumph of justice in the Webster murder trial.
4. Triumph of justice in Shakespearean dramas; for example, of the world historical spirit in King Lear.

IV. Abstraction—Justice in each instance in III.

Generalization—Justice is eventually triumphant.
These two steps constitute the Summary.

V. Application to life of learner—in daily school life; in home life in deciding on the merits of cases met with every day.

SOME SUGGESTIVE QUESTIONS.

1. Justice triumphs.
"Truth is mighty and will prevail."
"Truth crushed to earth shall rise again;"
"The eternal years of God are hers."
"We still have judgment here;
Even-handed Justice commends the ingredients of our
poisoned chalice
To our own lips."

These, and various other quotations, taken at random from literature, tell of the general acceptance of the theme of this story.

2. The language is clearly in keeping with the theme. The words are short, fitting, and exact; the absence of figurative expressions is notable; the brevity of the statement—of the entire case—is marked.

3. This story teaches morals and civics, but only by following out its suggestions as to morals and civics.

4. The selection could not be properly taught were the element of moral instruction eliminated. Every lesson must be made to touch man in a three-fold way—as to intellect, sensibilities, and will.

The treatment of some other method-wholes, as prepared by several teachers, is presented to indicate the practical results of our institute work:

To Teach One-Fifth in the First Grade.

By MISS EDITH BALDWIN.

Preparation—Review of one-half, one-third, one-fourth.
Objects cut into five equal parts.

Presentation—Attention called to one of the five parts.
What shall we call it? Name given.

Comparison—Compare with fractional parts previously learned.

Summary—If we cut anything into five equal parts, one part is one-fifth.

Application—Children show one fifth of different objects represented on board.
Future recognition of "one-fifth."

Lesson on Key of E. Minor.

By MISS EVA HENGY.

I. Preparation.

1. Review of key of A minor, the first minor key studied, bringing out the following facts: It is based on the sixth degree of its relative major, C, has the same signature, and its key-note is a minor third below the key-note of C major.

2. What major key has the signature one sharp?
3. Find its relative minor as you did in key of C.

II. Presentation.

1. Sol-fa exercises in key of E minor, then vocalize them.
2. One song in same key treated in same way.
3. Words of song sung.
4. Words read by individuals, meaning developed, then sung again with better expression.

III. Comparison.

1. Compare E minor with A minor.
2. Compare E minor with its relative major in signature, position of semi-tones in the scale, the syllable name of *one*, its basal third and its character.

IV. Summary.

1. These facts elicited from pupils:
(a) Relative minor of G major found by counting six in scale of G, or by counting a minor third below G to be E minor.
(b) It has same signature.
(c) Same syllables are the same letters, but *one* in the major key is *do*, while in minor key *one* is *la*.
2. (a) It is based on a minor third, and in its harmonic form, the scale has semi tones between *two* and *three*, *five* and *six*, and *seven* and *eight*.
(b) Between *six* and *seven* is a tone and a half.
3. Its character is sad.

V. Application.

1. Pupils are led to tell in which form of the minor this particular piece is written.
2. They find another song in same key.
3. Why were these words applied to minor music.
4. A moral lesson drawn from words.

Lesson on Chile.

IN THE SIXTH GRADE.

By W. W. BARNETT.

I. Preparation.

(The ideas here are apperceptive.): 1. Into how many regions did we divide S. A.? 2. Locate each. 3. Then in which region is Chile? 4. In what zones is S. A.? 5. In what zones is Chile? 6. What other countries of S. A. have you studied? 7. What was the last city studied?

II. Presentation.

GENERAL REVIEW.—1. How would you go from Buenos Ayres to Valparaiso? 2. Tell briefly what you can of the journey. 3. How did Chile increase her territory recently? 4. What is the shape of it now? 5. How long is it? 6. How wide? 7. What is its area? 8. Knowing the length and breadth how could you find the area? (8. Compare it in size with Texas or the United States, or the Argentine Republic, or with the countries of Europe.) 9. Why does it look so small? 10. Into how many regions may it be divided for study. Locate each.

SPECIAL VIEW.—11. That first region is where? 12. Why is it called the mineral region? 13. What is Chile doing with the money? 14. How did she get this region? What trait of character does this show? 15. Locate the second region. 16. Why is it called the agricultural region? 17. How is agriculture carried on? 18. Why do they irrigate? 19. What products do they raise? What large city in this region? 20. Locate it on the wall map and on the sand map. 21. Describe its location from the sand map. 22. Tell of its climate. 23. How are the streets laid out and how kept? 24. Tell about the main plaza. 25. What

is the "cow" station? 26. What fruits can you find in the market? 27. Why? 28. Describe their street cars. 29. Who are the conductors on them, and why? 30. What is the chief seaport of Chile? 31. What other city in S. A. is it like? 32. Locate Valparaiso on the wall map. 33. Locate it on your own map you have drawn of Chile. 34. Locate it on the sand map. 35. Describe its location as you see it on the sand map. 36. What kind of harbor has it? 37. What language would you hear in this city? 38. Why? 39. What "nickname" do these people assume? 40. What is the character of the natives in this city? 41. Locate the third region. 42. What has the ocean done to this region? 43. What is the climate? 44. Why is it so cold? 45. What are its resources? 46. Then what do the people do? 47. What strait is here? 48. Locate it on wall map, but on your own map first. 49. How did it get its name? 50. Is this a very cheerful place? 51. What town in this region? 52. How far south is it? 53. For what was it established? 54. What persons go there to trade? 55. What expeditions start there?

III. Comparison.

56. Compare climate of Chile with that of Brazil. 57. Compare soil of Chile with that of Brazil. 58. Compare resources of Chile with those of Brazil. 59. Compare Santiago of Chile with Rio of Brazil. 60. Compare railroads of Chile with those of Brazil. 61. Compare people of Chile with those of Brazil. 62. Compare rank in civilization of Chile with that of Brazil.

IV. Summary.

63. Give the six co-ordinate thoughts treated in this study. Write them on the board in one minute and a half.

V. Application.

64. Upon what does the development of a country depend? 65. Upon what does the energy of the people depend? 66. May a people overcome climate? 67. Name some people who would. 68. Upon what does the development of an individual depend? 69. Some countries have immense resources but do not develop them; some countries have limited resources and the people develop them; the first people have no energy the second are energetic. 70. How does this truth apply to individuals? 71. Do you make the most of your opportunities? 72. In comparing Santiago and Rio what truth did you get? 73. Laziness goes hand in hand with what? 74. Energy goes hand in hand with what? 75. A country's rank in civilization depends upon what? 76. Upon what does the rank of an individual depend? Upon what does your rank depend?

Quarrel Scene in Julius Cæsar.

IN THE HIGH SCHOOL.

By CARA S. REDWOOD.

I. Preparation.

1. Recalling the action of the play that has preceded this. 2. A hasty reading of this scene to get the drift of the story. 3. A careful reading, noting the character hints, irregularities and peculiarities of grammar, obsolete words and mythological allusions; selecting expressions noted for force, beauty, or truth, and memorizing one of these.

I think the judgment is exercised in this preparation, first, in gaining thought from words; detecting the inaccuracies of grammar; testing the appropriateness of figures and the classical allu-

sions; understanding the new ideas by means of the old; but the best work is judging the characters of Brutus and Cassius by what we already know of them, and by what each says and does, and by what is said of each.

II. Presentation.

1. Persons engaged in the quarrel.
2. Scene of the quarrel.
3. Cause of the quarrel.
- (a) Cassius begins the quarrel by giving his grievance. Lucius Pella, a Roman prætor, had taken bribes of the Sardians. Pella condemned for the act. Cassius writes a letter asking Brutus' clemency toward Pella. This request unnoticed by Brutus. Cassius offended by Brutus' indifference.
4. Brutus' reproof to Cassius—the dishonor of the request.
5. Cassius' retort and defense—in war time every offense should not be "noted."
6. Brutus attacks Cassius for general dishonor—"an itching palm;" sells offices to underservers.
7. Cassius' wrath at his home thrusts.
8. Cassius' home thrusts upon Brutus—"I'm a soldier, older in practice and abler to make conditions."
9. Their volley of "I am" and "I'm not."
10. Brutus now gives his cause of anger against Cassius. Cause: Brutus needed money to pay his soldiers; he had sent to Cassius for this money; Cassius refused. At this point comes to light Brutus' doubtful honesty—accepting money gotten "by vile indirection."
11. Cassius denies sending a refusal—"a fool brought the message."
12. Brutus grows more abusive and jeers at Cassius' rage.
13. Cassius now feels that ridicule is no longer the act of a dear friend; his anger dies, his heart is sorely wounded by Brutus' "unfriendly" speeches. "There is my dagger," etc.
14. Brutus' heart touched. He acknowledges his ill-temper.
15. Cassius' ready forgiveness.
16. The reconciliation.

III. Comparison of—

The new with the new:

1. The grievance Cassius had against Brutus.
- The grievance Brutus had against Cassius.
2. The calmness of Brutus—the heat of Cassius.
3. The home thrust of Brutus—those of Cassius.
4. When and how Brutus speaks of Cæsar in the quarrel.
- When and how Cassius speaks of Cæsar in the quarrel.
5. Brutus' repentance, Cassius' forgiveness.

The old with the new:

1. Brutus calm in the oration—calm now.
2. Cassius irritable, nervous, excitable in previous scenes.—the same here.
3. Brutus honorable in all relations before; this—his honesty questionable here.
4. Cassius scheming before, turning "honorable metal" from what is disposed—now he appears in a better light.

IV. Summary.

1. The quarrel between Brutus and Cassius.
- (a) Money the cause. Cassius unwilling for Pella to accept bribes from the Sardians and to go unpunished. Brutus asks his favor from Cassius which Cassius refuses.
- (b) Money the cause. Cassius refused to give Brutus money to pay his legions.
2. Brutus accuses Cassius of growing covetous, and getting money dishonestly. [Cassius, who feels his superiority in age and experience, bluntly tells Brutus this.
3. The spirited retorts. Cassius feels that Brutus' love for him is waning—Cassius' despair at the thought. Find Brutus' mine in his heart.
4. Brutus' heart touched.
5. The reconciliation.

V. Application.

Was the cause justifiable? Granting this, does a quarrel give one the right to say abusive things? Is not much said that is afterwards regretted? Is not much said that is not really meant? Does it not even make men act childishly? "Arguing makes wise men fools, and fools know it." The shame that follows a quarrel—disappointed with our own conduct. Forgiveness—an honorable ending. Moral: In business transactions get no third person to deliver messages, neither write letters when a personal interview can be obtained.

THE JOURNAL next week will be a large and beautiful issue. It will be the Christmas number, and will contain not less than seventy-two pages of matter suited to the holiday season.



THIS BUILDING IN POCATELLO, IDAHO, WHERE THE SOUTHEASTERN IDAHO TEACHERS' ASSOCIATION WILL MEET NOVEMBER 28-29.

Letters.

Some Pertinent Questionings.

The assumption that the education of the child must begin with the remote, either in time or space, has for many years dominated the work and methods of our schools. Scholastic wisdom and the judgment of the industrial masses have long been at variance regarding the curricula of the schools, but the past few years have witnessed material modifications in the courses of study of our higher institutions. The old psychology upon which the theories and practices of the schools have been largely based, has in many respects been modified to meet the practical demands of progress, and the bold insistence of the advocates of a more rational philosophy has called attention to many practical questions which the educators of to-day are struggling to answer. Shall the child be projected backward two thousand years into the past in order to find a starting point for his education? If so, what are the chances of his success in catching up with the world? Are not the formal culture studies, Latin, Greek, and mathematics, still excessively emphasized as instrumentalities in the preparation of the child for complete living? Are the exploits of Cæsar in the Gallic wars, the wanderings of Æneas, or the caprices of the Olympian gods appropriate and adequate means for the complete development of the child, and his perfect adjustment to his environment? Are habits of thought, cast in the molds of two thousand years ago, a suitable equipment for the struggles of the present? Is not the prescription of Latin, Greek, and mathematics, as the all-sufficient means for the development of mental power equivalent to prescribing *leather* instead of *beefsteak* for the strengthening of the digestive organs? Again, if it be admitted that all school instruction, whatever be the form or content of the subject matter, tends with more or less directness to develop *moral* power through the interaction of ideas, is it not important that we inquire into the nature and extent of the influence exerted upon the moral nature of the child? We naturally appeal to his sympathies through the element of personality, but why seek that personality farthest removed in time and place from the child's environment? To arouse interest and to provide channels for moral and intellectual expression, we appeal to motives, but when the sphere of his physical and intellectual being are separated by twenty centuries are we not in extreme danger of deadening the sensibilities to all effective interest in the present? Is not the circuit too great for the quantity of electricity generated by our batteries? We assume that the process of education is the generation of power and nothing more; we assume that that power is only so much mechanical energy developed and stored away for use; we assume that this mental energy, no matter in what field of knowledge developed, may be transferred unimpaired to any department of life, industrial or professional. Are these assumptions correct? Do they recognize the possibility of an accompanying moral influence developed in all instruction? Is the mental power thus developed capable of receiving the impress of moral quality in the process of instruction? If the correlation of the child with his environment, with the world in which he lives, has any place in our educational work, there is still much room for progress.

J. H. PHILLIPS.

Superintendent of Schools, Birmingham, Ala.

Culture Teaching.

A long experience among children of all nationalities and especially among the very poor leads me to see the importance of culture. By this I mean that rough way of doing things that separates the lower from the upper. I felt the importance of culture years ago, but still more every day I teach. Let me refer to some things in particular:

(1) I found it to be of benefit to greet each pupil in the morning and to say farewell at night. I explained to them that no one went into a friend's house without a word of greeting; and that

in effect they had come to pay me a visit; so I insisted on their coming forward and saluting me before they did any one else; that was to be the first thing. Then I always met them pleasantly. If they had been sick or any one in the family had been I inquired about this.

No one who has followed up such points persistently can imagine the value that accrues. I know many pupils come to school solely to tell me of home matters and ask my advice. I was to them one who was interested in what was going on at home.

(2) I gave attention to the manners, personal habits, etc. Picking the nose and teeth, scratching the head, yawning, blowing the nose (no handkerchief being used), and the whole train of animal habits I set them against. I told them that animals, not human beings, did those things. I deemed success in this a valuable end attained.

(3) As to cleanliness I insisted upon clean hands and faces; the shoes and clothes brushed, and the hair combed. To reach this for a time I kept a comb, a hair and clothes brush, and a box with shoe brushes.

This last the boys kept supplied with blacking.

There was a daily inspection of the hands. The pupils marched before me and laid their hands on a book for a long enough time for me to decide whether they should be washed or not. Those who had clean hands received a card marked "Hands Clean;" to the rest I say nothing. I have an inspector to look at the shoes. To poor clothes I say nothing, only I do say, "Poor clothes are not a disgrace, but unclean ones are." Again I put it, "A child is not to blame if she has poor clothes, but she is if she has dirty ones."

This inspection and comment has wrought great moral effects in my class. Cleanliness is necessary to godliness in my creed, and my pupils soon find it. Yet all is done pleasantly. They are commended and praised for cleanliness; that is pretty much all that is done. Especially do I praise a child with poor clothes who is clean.

(4) Quite a number of my pupils bring their lunch; I saw they wrapped it in newspaper and ate roughly. I insisted on a clean napkin being used to wrap the food in and that it be spread on the desk before them and the crumbs be gathered in it and shaken in a basket or out of the window and not brushed on the floor. Nor would I allow them to walk about, but sit and eat decently and slowly. Sometimes one pupil reads funny things while the others eat. I discussed home eating with them and this incident grew out of it.

A girl of fifteen came to me one morning and told me that she had determined to effect a revolution at home; that the table always sat up against the wall and usually there was no tablecloth; that each helped himself, etc. I encouraged the idea and in a few days she told me that she had the table drawn out for dinner, a clean cloth put on, the father was persuaded to put on his coat, and all but she were seated; she did the waiting; all had napkins. She had fried some oysters and when her father ate one he cried out, "Why, this is all like Vanderbilt!" It was evidently a great and an unusual day.

This girl shed tears in telling me and I shed tears, too, for I sympathized with this effort to bring culture into her own home. I have no doubt but thousands of such instances could be discovered by us who are apostles of culture. It may seem to some that it will be impossible for all pupils to furnish napkins in school as proposed. In my case I got two dozen given to me by a lady to whom I told my need, for use in the school. I told the pupils they need not get costly ones, and showed them some made from salt bags.

I told my pupils that Pope said, "Manners make the man," and explained the meaning; that boys, when they applied for places, were judged by their manners. A boy came to tell me he had got a place and that he heard a man say, "He has good manners." He felt it was this that had got him the place.

In my visits to parents it is not that they are poor that I pity them, but their lack of knowing how to live more decently than they do. I was only lately consulted by a mother as to what her daughter should do (she had not been a pupil of mine); she was nearly seventeen years of age and too evidently lacking in manners to enable her to get a place as lady's maid or housekeeper above the grade of a servant; indeed she could hardly aspire to be a waitress in a boarding house, and yet the parents were Americans.

The first step to advancement in the lower class is learning the manners of the higher class. We as teachers must attend to this; we are recognized as belonging to this higher class; we ought to belong to it.

It is not long since a boy in a Sunday-school asked the superintendent to put him in another class because the manners of the boys were so disagreeable. In a class in my Sunday-school the manners are simply atrocious; the teacher is trying her best to save their souls and neglects to have them treat her and each other with respect. In our work we must insist on good manners at all events, and I hold they will learn and think all the faster for having good manners.

E. T. FAIRCHILD.

New York City.

French Examinations.

An outgrowth of the public school system here is the requirement of diplomas, issued by the government as a prerequisite in obtaining positions of almost all kinds. I find that applicants for the position of sailor, soldier, priest, painter, musician, government clerk, policeman, telegraph operator, physician, horse doctor, teacher, janitor of public buildings, railway conductors, are all required to pass an examination. As France is one state, all this is done in Paris. All the great corporations follow the example of the government and ask for the "brevet elementaire."

There is as much effort made by women for employment as in America, so that girls struggle for this first diploma and it is to the examination of women I will limit this letter. The government here has the entire control of the tobacco, match, and gunpowder industries; it runs the railways and post-offices so that there is an immense field where women may be employed. There are two kinds of diplomas—the "elementaire" and "superieur"—let us call them elementary and superior. In all the situations named the former is called for, as a matter of course—the latter if the position demands a higher degree of knowledge or seems more important. It is a rule too, that after two years the higher will be demanded if the employee desires to continue in service. All these examinations are held at the Hotel de Ville, and hundreds gather there twice a year—in July and October.

The examinations for the elementary diploma are divided into three series.

The first series comprehends four written exercises: (1) A dictation for spelling, the punctuation not being dictated. (2) A page of handwriting, including (a) three lines in the large commercial hand, (b) three lines of cursive, (c) ditto of round or batarde, (d) one line of middle cursive, and (e) four lines of fine cursive. (3) An exercise in French composition either an imaginary letter or a simple recital, such as the explanation of a proverb, maxim, or precept of morality. (4) A problem in arithmetic, requiring a reasoned out solution,—whole numbers, fractions and the measures of surfaces and volumes.

The second series includes two sub-divisions. (1) A crayon sketch of any usual object which the examiners may choose to set up, *e. g.*, a tin cup or a vase. (2) The execution, under the surveillance of appointed ladies of the needlework prescribed by law.

The third series comprises five oral trials: (1) The explanation of the meaning of a given piece of prose or verse, together with its construction and grammar. (2) Mental arithmetic and the metric system. (3) Elementary French history and geography, with map drawing on a blackboard. (4) Very elementary questions and exercises in music. (5) Elementary physical and natural science.

In order to stand examinations in the second series, 50 per cent. must have been obtained in the first series.

The superior diploma is such a strong recommendation—such as to be a cashier in one of the Duval restaurants, or a telephone girl, or governess in a private family, that many try for it when it is not absolutely required.

It consists of two series, each being naturally sub-divided.

First series: (1) A composition comprising two questions, (a) one in arithmetic, and (b) one in physical or natural sciences, with the most usual applications to hygiene, industry, agriculture and horticulture. (2) A French composition, literary or moral. (3) A crayon design after a model in relief. (4) A composition in a modern language (with dictionary), the languages being at choice, German, English, Spanish, Italian, or Arabic.

Second series: (1) Questions oral on morals and education. (2) The French language. (3) Memorial epochs, great names and essential facts of the history of France and of Europe, principally of modern times—*i. e.*, since the year 1453. (4) Complete geography of France, with accurate map drawing. (5) Complete arithmetic with its application to practical operations and book-keeping. (6) General notions of physics, chemistry, and natural history. (7) Oral translation (at sight) of an easy text in one of the modern languages.

The second part, the French literary composition demands much literary skill. This year they gave the following subjects:

"In 1687 La Bruyere, proposing the manuscript of his 'Caracteres' to the publisher Michallet, his friend, said: 'I do not know that you will make any money in this undertaking, but in case of success, the product shall be for my little friend here (the little daughter of Michallet, who was a great favorite with La Bruyere).' The sale of the book brought in more than 100,000 francs, which became the marriage portion of Mlle. Michallet when she grew up. La Bruyere died in 1696.

"You are to suppose that at the moment of his death the little Michallet, now became Madame de Juilly, writes a letter to one of her friends, announcing the sad event with her regrets. She recalls the history of her dot, the souvenirs of her childhood, how simple, modest, and good was the author of the 'Caracteres,' how she has read and re-read the work, and how she will teach her children to love and venerate it and cherish the memory of its illustrious author."

It has been often said that, "catch" questions are proposed to the older and less good looking women who present themselves,

and this is given as an example; it is one often thrown at boys in the schools.

"At the door of a church where the beggars stand there is always an old woman and a blind man or a cripple. A lady sent her son with 52 francs, saying: 'If you find the old woman and the blind man, you will give three-quarters of the money to the blind man and one-quarter to the old woman; if you find the old woman and the cripple, you will give three-quarters to the old woman and one-quarter to the cripple.' The boy found all three beggars at the church door at the same time. How should he act with the 52 francs in order to realize the intentions of his mother?" The correct answer is: "He ought to return to his mother, state the fact, and ask for further information."

There are girls educated in the private and religious schools, for a religious family will not send to one of the government public schools, for they are atheistical. But the government in return will not recognize the diplomas of private schools. In order to enter the university the son must pass a state examination.

All this shows that public education has a tremendous hold here, and I must say it is raising the lower strata wonderfully.

Paris,

E. M. HOUSE.

Non-Smokers in Michigan.

On page 394 of THE SCHOOL JOURNAL, issue of Nov. 2, 1895, occurs the sentence, "At teachers' conventions it is difficult to find a gentleman without his fragrant cigar." That statement certainly does not hold good in Michigan. The writer has been to ten consecutive state conventions. A principal or superintendent smoking is an uncommon sight indeed—a subject of comment, at these meetings. You can count on your fingers the well-known educators in Michigan that smoke. We note this sentence, also, "The boy—sees with his eyes that the principal of the school smokes," etc. We have been to a great many institutes, county and township associations, and other educational meetings, and know that the smoking principal is a rare exception. In the smaller towns and villages he is almost unknown. In some towns he could not hold his place. Public sentiment is strong against teachers smoking. The teachers are against it. The superintendent of public instruction is against it. Examining boards are against it. We coincide with the views of the article on "The Teaching of Temperance," however.

Mason, Mich.

W. J. MCKONE.

The Word Method.

It is founded on a fallacy, as I believe, and has nothing to recommend it except that it is better than the old alphabet method. In 1853 Webb discovered that a child "looks at an object as a whole without regard to its parts." The analogy is not perfect; nor could it be unless the child were compelled to think chin, mouth, nose, eyes, forehead, before he could think *face*. The reader is required to think of, unite the phonic power of characters, and pronounce a word as a whole, and the mental effort is greater or less according to previous training. That kind of training must be systematic and according to the law of habit. The mind action of the child when he makes his first effort must not be lost sight of; we must shape the efforts of the child. Forty-four years ago, after I had taught eleven years, I saw for the first time five minutes of rational teaching. The lady was an experienced teacher and invited me to be present at her beginning with the primary class, which consisted of twelve children from four to seven years of age. Their reading books were the old Webster's Elementary Spelling Book. She selected a short sentence, not the easiest she could find, but it made little difference. She printed in large letters on the blackboard the sentence, SHIPS GO TO SEA. The class stood around in a half-circle. Commencing with the most simple word *g*, *o*, *go*, she had them spell every word several times over. She would say, "s, e, a, sea," and they would repeat, s, e, a, sea. In a short time they could, still in concert, spell any word she pointed out; also, if she pronounced a word they could spell it; further on she would spell a word and they would pronounce it. Then from first to last she had them pronounce the words in order. Her last work was to have a volunteer read the sentence, but she corrected their inflections. The whole exercise lasted only six minutes.

Subsequently she added from one to three sentences every day; and in six weeks the class was able to read quite well in the primer. She taught the use of diacritical marks near the close of her term. It is needless to say the children learned the names of the letters by using them. She spent but little time in impressing upon their minds the meaning of words. Indeed there is now too much time taken from the concert drill; because that is the most pleasing of all exercises for children.

I am more proud of the fact that I copied the lady's method than I would be of the invention. I have taught eighty terms in the country schools and have ever been considered a successful primary teacher; yet I would advise young teachers to be moderate and thoughtful in trying new methods.

Swanton, O.

JONATHAN HUNT.

Editorial Notes.

THE JOURNAL has often referred to the neglect of school superintendents to inform educational papers of matters of interest to the educational world. The officials of the N. E. A. have, as a rule, followed the same plan, acting as though the readers of these papers were few and of no account. There must have been a program of the exercises at Atlanta, and yet none was received by THE JOURNAL from the officials. President Dougherty should bear in mind that he is in office not only to do something, but to let the educators know what is being done. A report in the Atlanta papers is no report at all to the teachers of this country.

There was a just dissatisfaction felt by the educational papers over the want of recognition by the N. E. A., and the formation of the Educational Press Association this year is a partial expression of it. This association represents probably 250,000 teachers,—twenty times as many as assembled at Denver. The teachers will now be informed as to the manner in which business is done, or not done, by the officials of the N. E. A.

The opportunity of the educational journal is not a defense of educational ideas and practices as they have come down to us, but in giving a better expression to that feeling which exists naturally in the heart of man towards his offspring, strengthened and elevated as it has been for ages by civilization and religion. The last word has not yet been said, and for that matter never will be. The field for the educational paper has been and still is small, because the conception of education yet entertained is so exceedingly narrow. In no work in this world is there such pressing need of guidance as in education; in no other is there so much done or undertaken without any guidance whatever.

No matter what the normal school may do for the teacher, he has only thus been enabled to come under guidance, and to feel the need of guidance. The educational journal has as its main mission to broaden the knowledge and to quicken the life of the teacher. It matters little whether he has been graduated from a university or not; if he settles down, as most do, into a routine, he has already failed. Young and growing minds become restive under such treatment and are justified in becoming so.

Now the educational journal may not fully accomplish its mission, but it represents accurately the interest and attitude of the teaching profession concerning education. In fact, the educational press is undoubtedly far in advance in comprehending and in reflecting on the educational situation. The real reason why it finds little favor with those who stand in the place of leaders is their fault. They do not want educational enlightenment, because they can get pay for their work without taking that trouble. But there is comfort in reflecting there is a larger number every year who seek to do their teaching on higher and broader lines.

It is about time that a statement was made by Supt. Jones, of Cleveland, as to the program for the meeting of the superintendents at Jacksonville. A dozen inquiries have come from Florida and Georgia already, and THE JOURNAL has been unable to reply.

The London *Daily News* says that in France, as in England, the professional and bureaucratic ranks are filled to overflowing, youth of the upper and lower classes flocking into the towns. By way of encouraging young men to take up agriculture as a profession, the French government offers special inducements. Thus, pupils of the State Farm schools who have passed examinations are let off with one year's military service instead of three, and on the completion of their studies posts are found for them as departmental professors of agriculture, directors of farm or veterinary schools at home and in the colonies, etc. A modest competency and a respectable position in life, however, are not temptations to the sons of rich peasants, "who begin to testify more interest in Kant and Spinoza than in butter making by centrifugal force or analysis of artificial manure." "We cannot force our boy's inclination," lately said one, "but is it not grievous? Here he might enjoy and increase a small fortune, following in the steps of his father, yet he persists in the determination to go to a university and study philosophy." The *Daily News* adds, "Perhaps it is the example of self-made men in France who have risen to the top of the tree that inspires this ardor for science and letters." In the United States the rush of the country youth to the cities will before long bring part of the problem with which European countries are battling to our doors also. But as yet there is at least no indication of danger that the "ardor for science and letters" will need any cold-water douches.

Prof. Frederick Starr, of the University of Chicago, will leave December 23, for Guatemala. His first stop will be at Guadalajara, Mex., to study a submerged city in Lake Chapala, and mountain dwarfs inhabiting the mountains near by. His intention is to try to determine whether these people are racially small or have become so by disease. Archbishop Gillow, an authority on the dwarf races will assist him in his investigations. In the interior of Guatemala the dwarfs are said to live in caves and holes in the ground and speak a language not known to white men.

The Boston *Transcript* prints a humorous note of a Sunday-school incident. The teacher of the infant class to interest the little ones, had begun to tell them the story of the fall of man, when a mite of a girl was heard to exclaim half aloud, "Oh, I'm so tired of that story about the Adamases."

George William Smith was installed as president of Colgate university on November 14. A brief address of welcome was made in behalf of the trustees by James B. Colgate, of New York, the founder of the institution. President Daniel C. Gilman of Johns Hopkins university, delivered the principal address.

A petition bearing 60,000 signatures and asking that the reading of the Bible be restored to the public schools is soon to be presented to the Chicago board of education. The petition has been prepared and circulated by the Woman's Educational Union of that city.

One of the results of the Chinese war will be a diminution in importations of Japanese silk, and a raising the wholesale price of silks, also an increase in the retail price. The annual production of raw silk in the world is about 350,000 tons of cocoons, or 60,000,000 pounds of raw silk. More than a third of the amount produced comes from China; Italy follows next, then comes Japan, France and Turkey. Up to 1885 the importation of foreign silks into the United States exceeded the domestic manufactures, then the production of American silk exceeded the importation increasing steadily since.

Lord Rayleigh and Prof. Ramsay have received \$10,000, being the Hodgkin prize awarded by the Smithsonian Institution of Washington for their discovery of new properties in the atmosphere.

Mr. Sill, formerly president of the Michigan state normal school at Ypsilanti, and at present U. S. minister to Corea has reported to the State Department a royal decree promulgated in Corea for the establishment of a system of public government and private schools. In the schools, says the decree, "children shall be taught in order that the people may be educated, that a general knowledge may be diffused and that men of ability may be raised up to fill the various professions." The educational awakening seems to be spreading to all parts of the world.

UNIVERSITY OF THE CITY OF NEW YORK: POST-GRADUATE DEPARTMENTS OF LAW AND PEDAGOGY.
(The Journal is indebted for this beautiful half-tone to the courtesy of the *Evangelist*.)



Supt. W. S. Sutton, of Houston, Texas, is one of the most progressive city superintendents in this country and the success that has rewarded his efforts has attracted many visitors to his schools. The principal means he employed, and continues to employ, to promote the professional advancement of his teachers are the monthly institutes. THE JOURNAL has already made note of the plan on which they are conducted. Each meeting is carefully prepared. Circulars are sent to every teacher announcing the subjects to be discussed and giving suggestions as to what to study. The course of pedagogic study given in EDUCATIONAL FOUNDATIONS is followed and has been productive of most satisfactory results. On pages 476 to 478 are given extracts from Supt. Sutton's recent annual report which give an idea of the valuable work done at the Houston institutes. These extracts are noteworthy in many respects. The helpfulness of the lesson plans will be appreciated by a large number of readers.

The emphatic endorsement of the place of military training in public schools by Lieut.-General John M. Schofield has stirred up that matter anew. In Cincinnati the discussions are particu-

larly lively just now; some of the labor unions having placed themselves in opposition to the system, and an organization having been formed with the special object to drive it out of the schools. The Brooklyn *Standard Union* writes: "So far the movement for military training in the public schools in this city has not met with much encouragement, though the most casual observer must admit that there is much to commend it. A manly bearing, good physical development and elementary knowledge of the duties of a soldier are thus imparted without necessarily interfering with regular studies. The matter is certainly worthy of very careful consideration."

A school for the instruction of charitably disposed women in the best methods of kindergarten and child saving work, is the most recent among the good things proposed in educational lines. It is to be established in Chicago, under the direction of Rev. F. M. Gregg, manager of the International Children's Home Society.

Representatives of twelve of the leading Southern educational institutions have organized in Atlanta an association having for its object the promotion and the extension of higher education in

the South. Every one of the great Southern colleges and universities is represented in the new organization. A resolution was passed favoring the introduction of Greek and Latin in the public schools. It was also agreed that colleges with preparatory departments or classes are not to be considered colleges, but to be ranked with academies and seminaries. The standard for admission into the colleges will be raised and made definite, so that there will be no doubt about the fitness of the students who begin their collegiate course.

Wisconsin.

It was at first reported that the county superintendent of Outagamie county had canceled the certificates of the nuns engaged in teaching in the public schools in the towns of Freedom and Little Chute for the reason that they wore the garb of their order when teaching, and Bishop Messmer, of the Green Bay diocese announced his purpose of vindicating the right of such teachers to wear the dress they deemed proper. It now appears, however, according to the Milwaukee *Sentinel*, that the nuns not only wore their peculiar dress, but that they conducted the schools precisely as Catholic parochial schools are conducted. The school-rooms were decorated with Catholic pictures, with crucifixes, and provided with a copious supply of holy water. The school curriculum included the teaching of the Roman Catholic creed. In fact the schools were the parochial schools of the towns, the public school buildings being abandoned for the church buildings, and some Catholic parents in adjoining towns, where the public schools were not thus conducted, sent their children to the Little Chute and Freedom schools in which the Catholic religion was taught and the teachers paid from the public school fund. It is said this system has been carried on for the past fifteen years or more.

Under these conditions it is difficult to see how the opponents of Supt. Ziegler can have any hope of winning their case by appeals to the supreme court. Strict separation of church and public schools is the American idea and no violation of its spirit must be permitted.

What Charles Nordhoff Says.

In the New York *Herald* Charles Nordhoff complains of our school system. It is well to know what can be said against it:

"We now pay one hundred and fifty millions per annum for free education, so-called. If all but the primary schools were a polished, and practical trade schools established, conducted on a method fitted to make mechanics and not learned professors, the taxpayers, the wage-workers of the country, would in a few years be relieved of the support of a great army of incompetent and too often corrupt politicians, of incapable lawyers, doctors, professors and clergymen, and of ignorant and expensive agitators and tramps, who live on the industrious and producing class.

"Our present educational system is the most powerful 'combine,' except one (the protection 'combine') in the country. A 'combine' which includes writers and publishers of school books, who make fortunes out of it, and professors and masters or principals of graded and other high schools and free colleges who make a living out of it, and don't know how to earn their living in any other way; and a vast army of teachers who meekly follow the lead of their superiors, and can't well help themselves, because in all the cities powerful 'political' influences also are bound up with this system, and will defeat it against all attacks, and a poor teacher already too often needs a 'pull' to keep his or her place in the public schools.

"The misdirection of our state educational system, which trains our youth to be incapables and turns them out on the world unfit to earn a living by manual labor, is one of the potent causes of general discontent and impoverishment in our country.

"Our public school system is dangerously behind the age. If a young man now-a-days wants to live he must know how to do something and do it well. The state, if it really wants to serve its youth by educating them, must, not for their sakes alone, but in the interest of the whole community, offer them such a training as shall give them when they have got it at least a fair chance in the hard struggle for life. Do you suppose there would be such a multitude of poor fellows crowding into such places as street car drivers or conductors, for instance, if it were and had been a part of our state scheme of education to give a practical mechanical training to the pupils? If that system had made mechanics instead of clerks, if it had trained our youth in 'tool practice' instead of—very perfunctorily—in useless brain work, we should, as a nation, be far better off, and, what I think of greater importance, a very much smaller proportion of our people would to-day be 'lame ducks.'

"Half a dozen or a dozen skilled mechanics—carpenters, blacksmiths, wheelwrights, gardeners, and farmers—are of more importance to a growing community than ten thousand such helpless young men, without muscles or skill of hand, as our antiquated and misdirected public school system keeps turning out on a cold world."

Northern Illinois Association.

(Continued from Nov. 16.)

HIGH SCHOOL EXTENSION.

In the high school section the principal center of interest was the problem of how best to extend the benefits of the high school to those who have been compelled to go to work early. The paper that attracted extraordinary attention and was declared the most helpful ever presented to the section was that of F. A. Manning, of Moline, on "High School Extension." Mr. Manning gave a detailed description of the plan adopted in Moline to broaden and deepen the social and intellectual life of the high school pupils and of those who leave school at an early age and then wish to take up some studies. The plan is on the idea of the university extension movement, and appeals to those desirous of fitting themselves for a higher intellectual life. The room in which the paper was read was crowded with high school principals and teachers, some of them having to sit "double" on the chairs. All were eager to hear of Moline's work in this direction, and there was such an applause after it was read and such able discussion followed that it is likely many high school teachers will adopt similar extension plan in their own cities. Many wanted Mr. Manning to publish his paper in pamphlet form to make the plan more widely known and thereby encourage the extension of the movement in other high school districts. THE JOURNAL will in a later issue publish the greater part of this excellent piece of work.

HIGH SCHOOL COURSES.

Prin. J. E. Bangs, of the Pontiac high school, opened the discussion on the question, "Should Shorter Courses be Offered by High Schools Maintaining Full Four-Year Courses?" Supt. Orville T. Bright, of Cook county, is of decided opinion that the courses should not be shortened. But Mr. Bangs holds a different opinion, and his paper started a fierce discussion. Mr. Bangs said in part:

"Our course of study came to us as an inheritance, a legacy which has been improved upon. The value of the full four years' course cannot be overestimated. But we are confronted by a condition that deserves careful consideration. According to latest reports, only 3 per cent. of the pupils in school are in the high school, 1 per cent. in college, and 96 per cent. in the elementary school. Of those in high school about 12 per cent. are preparing for college. Of this number about three per cent. graduate in a classical course, or one-fourth of those who began. Three per cent. of 3 per cent. gives us about one in 1,000, or, in other words, one pupil out of 1,000 in our public schools succeeds in reaching the position of a classical graduate from the high school. The people pay \$155,000,000 a year for education and have a right to demand that they have value received for their money. The rate of one to 1,000 is too small. We must offer shorter courses. It is for the benefit of the pupil."

H. F. Hendricks, of Savanna, spoke on "What Modifications of our Courses of Study are Desirable for Those not Intending to go to College." He made a strong plea for better English in the high schools. He said that the professors of the University of Illinois declared that many of the candidates for admission to the university were found weak in language work, and that many made sad work of their composition.

Miss Catherine Reynolds, of Aurora, also argued the necessity of having good English courses in high schools.

The fear that the high schools are not giving sufficient attention to the study of English seemed to be troubling many minds. The city and county superintendents gave almost their whole joint preliminary meeting on Oct. 24 to the discussion of this question.

Supt. W. H. Hatch, of Oak Park, said:

"English is sadly neglected in the high schools. Pupils leave before they know how to write a good business letter, simply because they are not taught to do so. There is a sad lack of handling English in the high school. Every pupil should learn how to write grammatically and well and should have a good start in English literature. English should be more enlarged upon in the high school so as to fit the pupil for his life work."

Mrs. Robert H. Wiles, a member of the Freeport board of education, and one of the first to recognize the benefit to be derived by school boards joining with the teachers in their conventions, said:

"There is a growing tendency to increase the feeling in the public mind that the high school course is only intended for those who are going to college. This should not be."

Supt. J. M. Bridgeman, of Polo, urged the necessity for an English course for all those pupils who did not or could not go to college.

Supt. Gilbert, of Austin, said:

"I should like to know which is the best student, the one who studies Latin or the one who devotes his time to the English course? The study of foreign languages helps him for his own and Latin is the key to the situation. I know boys who can write better English because they had learned Latin than those who had only taken the English course. The trouble is, however, that the universities do not send out men who are fit to teach English. They are full of rhetoric and English literature, but they are not able to train children."

"Why not put the teachers of good English in the primary

grades?" asked Supt. H. L. Chaplin, of Sterling. "Many parents cannot afford to send their children to the high schools, and these pupils ought to be trained as much as possible for their work in life."

Supt. W. L. Steele, of Galesburg, opened the discussion as to whether pupils should receive diplomas who are unable to complete their regular high school mathematics, but are capable in every other respect. He said that only twenty out of a hundred cared to take the higher branches of mathematics. "Yet I would not say," he continued, "that because a child does not know the binomial theorem it does not know anything of nature. I am in favor of mentioning in a diploma what has been won by the pupil. If children wish to drop a subject and take up another, my plan is not to give them any credit for the subject they drop. It is far better to handle the child than the subject. Let us keep in sympathy with the children all the time."

School Board Section.

The plan of having teachers and boards of education meet at the same convention has proved a success.

W. E. Ohls, of Elgin, was the chairman of the school board section. W. S. Mack opened discussion on "Should Boards of Education Require a Formal Examination of Applicants for the Position of Teacher?" He maintained that teachers' qualifications could only be determined by observation of their daily work with classes.

Mrs. Robert H. Wiles, of Freeport, said she thought a great deal depended on examinations, as without them it would be impossible to tell anything about teachers coming from a distance. She approved the New York law requiring teachers in the city schools to have had three years' experience in teaching.

Cyrus Kehr also believed in the working of the New York state law.

Mrs. Hollembeak said the Elgin board had several teachers now in whose contracts a special clause had been inserted by which they were compelled to resign if their work was unsatisfactory.

The question "Should the District Furnish all Text-Books Free?" was introduced by J. J. Davis, of Aurora. He instanced some objections and obstacles, but thought these counterbalanced by the profits:

"1. It would increase the attendance. 2. Pupils would remain in school longer. 3. More and better work would be done. 4. It is more economical. 5. Better text-books would be used. 6. Compulsory educational laws could be much better enforced. 7. This would practically solve the problem of uniform state and county text-books."

All the board members present expressed themselves as in favor of the free text-book system.

Central Illinois.

The Teachers' Association of central Illinois met at Jacksonville, Oct. 24-25. It was attended by several hundred instructors. The address of welcome was by Judge Richard Yates. The question, "Is the Public School Property Appreciated?" was among the subjects debated. Professor John E. Bradley, of Illinois college gave an evening lecture on "Boys Rights."

Massachusetts.

For several years past the fifth and sixth classes in the Fairmont school have been collecting curiosities for their museum cabinets, and point with pride to two valuable and well-filled cases. Recently Mr. Washburn, a former committeeman of the school presented the fifth class with an Indian bow and a well filled quiver from Northern New Mexico. The pupils value these new acquisitions very highly.

The school committee in the various towns and cities is elected by ballot. They prescribe the course of study to be pursued, they elect the superintendents and supervisors, who are simply their executive agents. They select all teachers and instructors and fix the salaries of these. In most, if not all, of the cities, their term of office is three years. A large percentage of all the moneys raised by taxation is placed at the disposal of the members of the school boards, and nowhere is there lodged a veto power on their action. They establish all rules and regulations for the government of the schools; and they are not asked to make oath that they will perform their duties to the best of their ability.

GREENFIELD.

The Franklin county teachers' association met at this place, Oct. 25. Fully 200 teachers were present, besides every superintendent in the county and many members of school boards. The entire faculty of Arms academy was present and Powers institute and the high schools in Ashfield, Conway, Greenfield, Orange, and Sunderland, were well represented. Supts. E. W. Goodhue,

of Williamsburg; Dr. C. M. Barton, of Hatfield; J. S. Cooley, of Townsend, and Pease, of Northampton, were also among the visitors.

Mrs. Hallock, state instructor in temperance hygiene said among other good things:

"Physiology has long hung suspended by a single thread called 'Information.' It has been isolated from all other studies, as has temperance instruction. Interest the children by means of pictures in the relation of the lower animals to each other and to the human frame. Lead them to observe the object of all structure, and to appreciate the wisdom of creation's plan. Comparative study from the lowest to the highest grade produces the best result. Practical lessons on the use of food may be brought out by the study of grains and fruits, and the moral nature uplifted by thoughtful research in regard to the effect of pure air and water on the human system."

State Agent Fletcher gave a most practical and helpful talk which he entitled "Cautions." Referring to the relation of books, subjects, and children, to teaching he said:

"Teaching is causing to learn; its essentials being mental ability in the pupil, with nature, books, and teachers as external influences. The scholar of to-day must be a reader as well as an observer. Literature, what men have felt, and history what they have done, come to us as inspiration or warning through the books we read. Books help to utilize the time of the pupils, and economize time and expense in education. Too much confinement to books leads to memorizing details, narrowness of thought, neglect of observation and original thinking. Text and reference books must be wisely and judiciously connected with object teaching. The mind recognizes only ideas and thoughts, products of its own activity. It requires learning and skill to present the right object in the right way, and secure attention, thought, and expression. Special preparation must be made for object teaching or it will be shallow and illogical. The teacher must study the child. To hold attention and get thought and expression, the child must have something to do; he learns to do by doing, body and mind together. The child who learns only to forget, is not gaining material for future use. Christ, the great teacher, recognized the value of books when he read the Scriptures and referred to them in his talks to the people."

Miss Flora E. Kendall, who is superintendent of schools in Athol gave a talk on primary reading:

"The secret of good reading," she said, "is attention. Children do not go to school to be entertained. Reading lessons should be tested without the book, pupils telling what they have read, using good language, and with careful thought. Upon this study are dependent all others. Both silent and oral reading have a place and should be restricted to it. The good reader is the one who most appreciates good reading." Miss Kendall is superintendent of schools in Athol, which town furnished an attendance.

Supt. I. Freeman Hall, of North Adams, gave two interesting talks on "Geography." He said:

"Geography in the lower grades is the result of observation and should produce mental development. Train a child, with his crude observation, to discriminate between objects of the same class; to use system in his expressions. Take the class out of doors and incite an interest in giving time on Saturdays to discovering in the familiar landscape the terms to be learned in books." Mr. Hall spoke of the need in high and grammar school work of teaching thoroughly what may be called structural geography; first, in connection with the surface of countries. He illustrated these points by a globe specially prepared by one of his teachers, to show the main features of continental structure. He recommended the following works for teachers' study: Huxley's "Physiography," Geike's "Physical Geography," Chesholm's "Commercial Geography."

Supt. Darrt of Charlemon, gave an address on "Manners and Morals." He said:

"Individual greatness consists in moral character. The central aim of the public schools is moral training. Punctuality is one of the moral virtues and no allowances should be made. Accuracy, truthfulness, industry are all needful. Pupils should be inspired to do difficult things to get courage. Absolute obedience should be taught, not only for the school, but for all life. The whole world is waiting for higher aims and living and the schools must meet the demand."

Supt. Carroll, of Worcester, was listened to with great interest on the "Unity of Common School Studies."

His central thought was that at the outset children should acquire language to express their thoughts and what they had learned in all directions in the best way, and that all the studies should be related to each other by the use of all of them to help in the command of language. In all studies the teacher should be able to bring to bear the knowledge of all other studies, to illustrate and to make plain any reference or obscure term.

Miss Mary A. Jordan, professor of literature in Smith college, spoke on "Preparatory Work in English."

"There are," she said, "certain demands made in composition that tend to discourage the student and cause him to discriminate against it. He feels that his efforts are not appreciated and he becomes unnatural in his effort to be understood." Miss Jordan made a plea for short exercises and a broader acceptance of all literary work from pupils as well as a more thorough training in preparatory schools.

The following officers were elected for the year: President, Supt. L. A. Mason, of Orange; vice-presidents, Supt. Warren, of Northfield; Supt. Barton, of Hatfield; Miss M. E. Hersey, of Ashfield; secretary, Miss Elizabeth March, of Turners Falls; treasurer, Miss Mary E. Arms, of Greenfield; executive committee, Principal Holbrook, of Shelburne Falls; Miss Nellie Pierce, of Greenfield; Miss Emerson, of Orange. The convention voted in favor of two meetings a year instead of one. The vote showed how much the good things offered at this meeting were appreciated.

Tennessee.

For the Chattanooga manual training school which has proven a failure a large number of tools, anvils, lathes, engines, etc., were purchased by the school board at a cost of about \$3,000, these are said to be going to destruction for the want of use. Various plans have been proposed as to their disposal, but nothing definite has as yet been decided upon. Some people think the whole outfit should be given to some manufacturing enterprise as an inducement to locate in Chattanooga. Others want them to be saved for the proposed reformatory for negro children. The *Press* of the city is asking for suggestions to be brought to the attention of the board of aldermen.

Florida.

The Florida *Citizen* has extracts from several papers relative to the results of the examinations held this fall. In ten counties 318 persons were examined and 124 passed—that is 39 per cent. It remarks, either the attainments of the applicants are too low or the standard is too high, or hedged about with unnecessary difficulties.

Stockton, Cal.

The board of education has re-elected Jas. A. Barr as superintendent of schools and increased his salary by \$500. The figure itself is not startling, \$2,000 being, if anything, below the average for a city of 20,000 people. The significant fact lies in the voluntary action of the board. These five men form a unit for aggressive action that has rarely been equaled since the famous trustees of Quincy. Massed behind the energetic young superintendent they suggest the formidable Yale wedge, though operating in a greater cause. Throughout Supt. Barr's administration, his measures have been supported almost without exception by this body of men. And theirs has not been the assent that would indicate a good natured lack of comprehension, but rather the virile response that springs from a well advised enthusiasm in a progressive movement.

School Director Bogue, in his nominating address spoke strongly of the faithfulness and efficiency of the incumbent. The speaker felt that Mr. Barr was a part of the schools of the city and they couldn't do without him. He had worked night and day, his whole aim being for the good of the schools. Mr. Barr had made a national reputation for himself and for the Stockton schools, and he was known in educational circles everywhere as an advanced worker. The director said he had known Mr. Barr as a boy in Stockton when he drove a grocer's wagon and had watched his course as he worked on and upward until he had won fame by his true worth. He knew how Mr. Barr had secured his education and he admired him for his pluck and his success.

During the administration just closed the Stockton schools have made a strong advance. Nature study, manual training, and drawing have attained permanent places in the course of study. Radical changes have been effected in the subject-matter of arithmetic and language. The school library catalogue lists 8,000 volumes of the choicest literary and scientific nature, including all of the recent children's literature.

A system of grading and promotion was adopted last year on the grouping plan, which is a direct advance toward that great desideratum, individual promotion. Through a large reading of professional books and journals, the city teachers keep closely abreast of modern educational thought, and they are strongly stimulated by the infectious enthusiasm of their leader.

In view of Stockton's three new railroads in process of construction and the status of its schools, THE JOURNAL finds every reason to congratulate that coming city of the Coast.

Chicago.

The school board is determined to sue all of the elevated railroads of the city whose structures run close to school-houses. The claim was made that these tracks have caused a material depreciation in the value of school property and that the companies are liable for damages. There are said to be twelve school-houses affected, and the amount of property damage is roughly estimated at more than \$200,000.

A college preparatory class has been organized in the Washington school.

Twenty-five thousand dollars will be available on January 1, for the extension of manual training in the public schools. The school board's committee on English high and manual training will report next month how this sum is to be expended and will also present a plan for securing the technical teachers.

The organization of the board of trustees of the teachers' pension fund, which came into force Sept. 1, will take place Nov. 27. On Nov. 16, the teachers of the city elected two representatives, who are to act for them at the meeting on the 27th.

Eugene Field's name has been placed with that of J. W. Scott

on the records of the board of education for bestowal on one of the school buildings soon to be finished.

Mr. Thomas Cusack asked the board to purchase fifty cots to be placed in the school buildings for children to lie upon when they grow faint or ill. The cost of the cots would have been only 25 cents each, but the board refused to buy them.

Boston.

At the school board meeting held November 12, several important matters were disposed of:

The special committee appointed to consider the matter of inviting the National Education Association to hold its next session in Boston, reported that the educational interests of this community would be greatly subserved by its being held here, and orders were passed leaving the matter to the special committee, and asking the city council for an appropriation of \$5,000 to be expended in making preparations for the meeting to take place here next summer.

An order was unanimously passed that Pres. Pettigrove be requested in behalf of the school committee to petition the legislature for the passage of an act to provide that all abandoned school-houses and sites be sold by the board of street commissioners, and the proceeds be placed to the credit of the school committee, to be expended for new school-houses and sites and for furnishing new school-houses.

The committee on salaries reports in substance as follows:

"A committee of masters of the grammar schools has been given two hearings, and the committee on salaries has been so impressed with the justice of their arguments that an increase in such masters' salaries has been unanimously recommended.

"The chief arguments in favor of the increase are that salaries in other public positions in state and city have been increased during several years past, probably owing to increased responsibility, and it is urged that added responsibilities of grammar school masters entitle them to similar recognition; that average salaries of positions in other professions comparable with that of master in a grammar school are much higher, that the duties and responsibilities of such a master entitle him to a distinctive and specific rank and salary.

"The proposition is that the minimum salary of a master of a grammar school be fixed at \$2,580 for the first year of service, with an annual increase of \$60 for the succeeding twelve years, so that a maximum salary of \$3,300 shall be reached for the thirteenth and subsequent years of service.

"The effect of this plan will be to place twenty seven of the masters on the eighth year of the scale, \$3,000, causing an increase next year of \$3,240; seventeen masters on the seventh year of the scale, \$2,940, causing an increase next year of \$1,020. There are nine masters who will continue to receive their present salaries until their years of service entitle them to an increase."

Fall and Winter Associations.

- Nov. 21-23. Vermont State Teachers' Association at St. Johnsbury.
- Nov. 28-30. North Central Kansas Teachers' Association at Beloit.
- Nov. 29-30. Central Kansas Teachers' Association at Hutchinson.
- Nov. 29-30. Southwestern Kansas Teachers' Association at Arkansas City.
- Nov. 29-30. Northwestern Kansas Teachers' Association at Hill City.
- Nov. 29-30. Northwestern Ohio Teachers' Association at Lima.
- Nov. 29-30. Massachusetts State Teachers' Association at Worcester.
- Nov. 29-30. Michigan Schoolmasters Club at Ann Arbor.
- Nov. 29-30. Eastern Ohio State Teachers' Association.
- Dec. 25-27. Kansas State Teachers' Association, Topeka, Kan.
- Dec. 25-27. Illinois State Teachers' Association, Springfield, Ill.
- Dec. 26, 27, 28. Idaho State Teachers' Association at Moscow.
- Dec. 26-27, 28. Missouri Colored Teachers' Association, at Palmyra.
- Mr. Joe E. Herriford, Cecilcothe, Pres.
- Dec. 26-27. Southeast Missouri Teachers' Association, Poplar Bluff, Mo.
- Dec. 26-28. Wisconsin State Teachers' Association, Milwaukee, Wis.
- Dec. 26-28. North Central Missouri Teachers' Association, Salisbury, Mo.
- Dec. 26-28. Southwest Missouri Teachers' Association, Carthage, Mo.
- Dec. 26-28. Northeast Missouri Teachers' Association, Mexico, Mo.
- Dec. 26-28. Montana State Teachers' Association at Anaconda. W. E. Harmon, president, V. J. Olds, secretary.
- Dec. 26-28. Indiana State Teachers' Association, Indianapolis (State House).
- Dec. 31-Jan. 1-2. Iowa State Teachers' Association at Des Moines. R. C. Barrett, pres.; Carrie A. Byrne, chairman ex. com.
- Dec. 31-Jan. 1-2. Southern Educational Association at Hot Springs Arkansas. Pres't. J. R. Preston, State Supt., Jackson, Miss., Sec'y. Supt. James McGinnis, Owensboro, Ky., Treasurer J. M. Carlisle, State Supt. Austin, Texas.
- Dec. 31-Jan. 1-2. Nebraska State Teachers' Association, at Lincoln. W. H. Skinner, Nebraska City, Pres't., Lillian N. Stoner, Valentine, Sec'y.
- Jan. 1-2. Western Arkansas State Teachers' Association, Hot Springs, Ark.
- Feb. 18-20. The meeting of Department of Superintendence at Jacksonville, Fla. President, Supt. L. H. Jones, Cleveland, Ohio.

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Letters and Queries.

What and Who.

Most grammarians say "what" can be a relative pronoun when it can be changed into "that which." I can not accept this. I do not believe it is even a relative. It is agreed that a relative introduces an objective clause, and "what" never introduces a relative adjective clause. It seems to me that "what" together with some other pronouns, is clearly an indefinite and should be disposed of as such; always 3rd per. and singular number (never plural). The clause in which "what" occurs should be regarded as used substantively and never adjectively; as, "I know what I saw." "What I saw" and "I say what I think;" here "what I think" are substantive clauses, objects of the verbs know and say.

The interrogative "who" is by grammarians put in singular and plural without change of form.

Yet good usage does not sanction the use of such sentences or questions; as, "Who are at the door?" "Who come there?" I can't understand how the answer to an interrogative pronoun can ever determine the gender, person, or number of the pronoun. I don't think interrogative pronouns can agree with the answer or so-called subsequent in gender, person, and number.

For example, (1) "Who is at the door?" *Ans.* I. If "who" receives its person and number from *I*, it is plain that "who" is 1st per. and the verb *is* should be changed to *am*, because the verb gets its person from its subject. Then the sentence should read, "Who *am* at the door?" But this is incorrect, and the person of "who" does not come from *I*. The answer is not a part of the question and has nothing whatever to do with the construction of any term used in the question.

(2) "Who comes there?" *Ans.* "The boys." For similar reasons "comes" should be *come*.

I raise these two points about "what" and "who" for information. I would like to be set aright by reason, and not by tradition. G. T. Enid, Oklahoma Territory.

The Florida School Law References.

This Florida School Law, of which so much is now being said and written, is only one in a series of steps for the disfranchisement of the negro race. A few years since the first step was taken when State Suot. Sheats drafted a bill that passed the legislature and received the governor's signature.

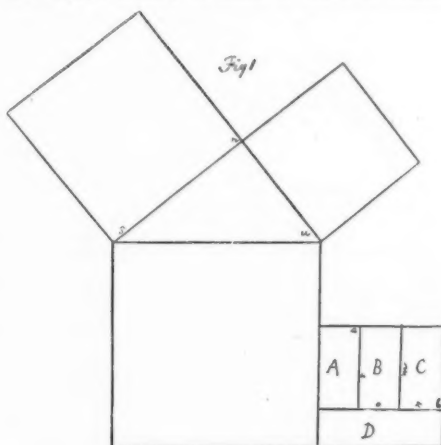
This made provision for three grades of county certificates, and a state diploma. The third grade was good for one year, the second two years, and the first three years, in each case not renewable. Aside from the benevolent schools, the negro has only the state normal at Tallahassee, with a capacity of about eighty pupils from which to secure his education. How then was he to prepare to pass from third to second or first grade? It is believed it was not intended he should. The next step was taken at the last session of the legislature. A bill was then passed that had for its object the driving of white teachers from the negro schools.

It forbade the educating of the two races in the same school, public or private; also white teachers from boarding in the buildings with the students. It was especially designed for the school at Orange Park.

This school is under the care of the American Missionary Association, and its doors are open to all. The superior advantages offered by this school have drawn many white pupils to it. We understand that the American Missionary Association while complying with the law intends to test its constitutionality in the courts. B. P. Orange Park.

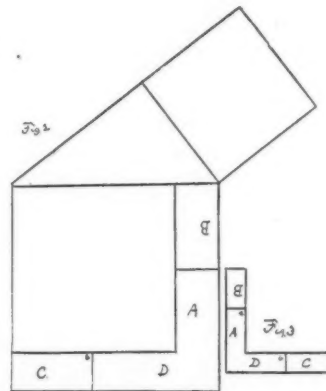
Geometry by Paper Folding.

The discovery that we are educated by doing that requires thinking (the bottom principle of manual training) has led to the employment of paper folding in various forms; especially has this been done to solve geometrical problems and theorems. It has proved to be a kind of busy work or seat work that is very pleasing to the pupil, and may be made to assist in educating the



mental faculties. It is usually reserved for the high school to unfold the truth that the square on the hypotenuse of a right-angled triangle is equal to the sum of the square on the other two sides. But as this equality can be shown in many ways, the truth itself may be learned by the grammar school boy; the logical demonstration that appeals to high intellectual powers may be the work of the high school students.

The pupil should have a fine pointed pencil, a ruler divided into eighths, twelfths, or sixteenths, and draw a right-angled triangle. It is well for the teacher to explain the old "6, 8, and 10 rule," that is, that the sides of all right-angled triangles are in this proportion as (3, 4, 5; 12, 16, and 20, etc.) Let him measure 6 half inches for one side, 8 for another, and 10 for the hypotenuse, and then construct squares on each of these sides. The problem is to show that the two small squares are equal to the large square.



In the figure given it is not easy to use the square on the side *rs*, so another of the same size is constructed on the right side of the large square.

(1) Cut along the line *rs*, leaving a little *hinge* at *s*, and turn the square over and down on the large square, see Fig. 2. (2) Divide the small square into four parts, *D* is one-third and *A, B, C*, are each one-third of the remainder. Cut along *mn*, leaving a little hinge at *b*; cut along *op*, leaving a little hinge at *a*. (3) Spread out these parts; (see Fig. 3) carefully, and turn the square thus recast over on the large square; its parts will exactly fill up the vacant places left when the other square was applied.

A large sheet of manilla paper may be used, and the sides be 3 inches, 4 inches, and 5 inches, respectively.

The teacher who has never tried this kind of busy work can not imagine the pleasure the pupils take in making these demonstrations. It is not an intellectual enjoyment of the truth perceived but a pleasure in reaching with tools some end that demands effort and ingenuity.

What good papers and magazines would you advise us to take (student ranging from the first to tenth grade) for the pupils to read at school and home, they to raise the money. C. B. SIMRELL.

Tobyhanna Mills.

There ought not to be a very great deal of general reading done by pupils; they must study their books and read somewhat collaterally in books and encyclopedias. But they should know current events and the best thing in the world for that is OUR TIMES, 30 cents a year, published by E. L. Kellogg & Co., New York.

For younger children *St. Nicholas* is a capital magazine; \$3.00 a year, published by the Century Company, New York city. The *Youth's Companion* is deservedly well known; \$1.75 a year, published by Perry Mason, Boston. There are other papers and magazines, but we doubt the use of miscellaneous reading, continued stories. There is too much of this in their houses now.

The best way, in our judgment, is to mark out collateral reading in geography, history, and nature; reduce the paper and magazine reading to a minimum; keep track of what is of importance in the world by using OUR TIMES.

How did it come that the inhabitants of this country were called Indians and who gave them that name? F. G.

The aim of Columbus was to reach India, and when land was discovered he supposed he had reached India and the natives were mistakenly called Indians. Wonderful stories had reached Europe about India. The Portuguese sailed down the West African coast and reached India in 1498 after a voyage of eleven months.

How many inhabitants has Denmark?

The recent census has shown that Denmark has nearly 2,500,000 inhabitants, of whom 18 per cent, or 410,000, live in the capital, Copenhagen.

How will the boundary between Venezuela and British Guiana be determined? The English claim that their line extends far west of what Venezuela allows. M. MAREUS.

A grammar school pupil.

Holland owned the portion now owned by England; Spain owned Venezuela. The frontier will be found in treaties and diplomatic correspondence between Holland and Spain. The Venezuelans have repeatedly proposed to submit these documents to arbitrators, but England thinks more is to be gained by a bluster. These documents make the Essequibo the boundary. England wants the line to be such as will give her the gold fields.

Books.

Professor E. W. Scripture's book, *Thinking, Feeling, Doing*, which appeared in the Chautauqua Series (Flood & Vincent), is intended to give the general reader a fair idea of the "methods and results of the new psychology," and it must be acknowledged that the work on the whole is well adapted to produce this effect. We must regret, however, that the learned author in attempting to write in a popular style has widely overshot the mark. The results obtained by the experimental method in the whole field of psychology, outside of sensation, are by no means such as justify the exclusive claims of that method to be called scientific; and flippant remarks concerning the older method, as "vague and verbose," "arm chair science" which "anybody can teach," etc., are not only perfectly unjust, but their tone closely borders on vulgarity. When, for instance, the author defines memory "as that portion of the mental life about which everybody has been talking for three thousand years without telling us anything more than anybody of common sense knows beforehand," it is somewhat amusing to find that after all the two fundamental laws for educating memory are "intensifying the image by attention and keeping it ready by conscious repetition," as if these were brand new discoveries freshly made by most ingenious experiments in that wonderful Yale laboratory. And does it really need refined measurements and complex apparatus to convince us that "the degree of attention . . . depends on the intensity of the feeling aroused"? It would seem as if this were a truth as old as the hills, a truth which even the Herbartian psychology, which the author affects so thoroughly to despise, has made the cornerstone of its pedagogic system, and which no amount of experimenting can make more certain. Unless we are very much mistaken the thoughtful reader will rise from the study of Prof. Scripture's book with the impression that, at least from the teachers' point of view, whatever is of importance in the results of this modern method is not new, and whatever is new is not of very great importance. From this criticism, however, the subject of sensation must be excepted. It is here, on the borderland between physiology and psychology, where the experimental method has earned its real triumphs, and where results deeply affecting our educational processes have already been reached and may still be expected. With this word of caution the book may safely be recommended to the teaching fraternity.

F. MONTERER.

A carefully revised edition has just been published of *The Greater Poems of Virgil*, Vol. I., containing the first six books of the *Aeneid*, edited by J. B. Greenough and G. L. Kittredge. The text, as in the former edition, follows Ribbeck in the main. The introduction deals more fully than that of the former edition with the life and times of Virgil, as well as with his literary models. There have also been added an entirely new account of the development of epic poetry and a discussion of the influence of Virgil on modern, especially English, literature. This is illustrated

by numerous extracts from English verse, that are either direct imitations of Virgil or deal with ideas suggested by his works. The notes and vocabulary are very complete. So far as mechanical work is concerned the book is fully up to the requirements of the modern classical text-book. The illustrations are numerous both in the text and the notes and aid the student materially in getting an idea of life in ancient times. One feature of this book consists of heads and subheads in English. (Ginn & Co., Boston.)

The Educational System of Vertical Penmanship, prepared by Anna E. Hill, is contained in ten books—two tracing books and eight in the regular course. The object of this system is to teach a natural and hygienic method of writing. The child is required to set squarely at the desk, resting both arms on it, and therefore instinctively assumes an upright position. Both eyes are used equally, and the hand assumes the easiest and most natural position for gliding across the page. The headlines have been carefully selected from readers, arithmetics, language books, and from works on physics, literature, and history in general use. Thus the writing lessons become associated with the regular work of the school. (Leach, Shewell & Sanborn, Boston, New York, and Chicago.)

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Interesting Notes.

The Russians have made a singular dis-
covery in Central Asia. In Turkestan, on
the right bank of the Amou Daria, is a chain
of rocky hills near the Bokharan town of
Karki, and a number of large caves which,
upon examination, were found to lead to an
underground city, built apparently long be-
fore the Christian era. According to effi-
gies, inscriptions, and designs upon the gold
and silver money unearthed from among
the ruins, the existence of the town dates
back to some two centuries before the birth
of Christ. The underground Bokharan
city is about two versts long, and is com-
posed of an enormous labyrinth of corridors,
streets and squares, surrounded by houses
and other buildings two or three stories
high. The edifices contain all kinds of do-
mestic utensils, pots, urns, vases, and so
forth. In some of the streets falls of earth
and rock have obstructed the passages, but,
generally, the visitor can walk about freely
without so much as lowering his head.

The high degree of civilization attained
by the inhabitants of the city is shown by
the fact that they built in several stories, by
the symmetry of the streets and squares,
and by the beauty of the baked clay and
metal utensils, and of the ornaments and
coin which have been found. It is sup-
posed that long centuries ago this city, so
carefully concealed in the bowels of the
earth, provided an entire population with a
refuge from the incursions of nomadic sav-
ages and robbers.—*London Public Opin-
ion.*

A gun which successfully withstood a
pressure of 70,000 pounds to the square
inch in its shop tests, and which is calcu-
lated to withstand even a greater strain,
might well be regarded as a record breaker
in ordnance, says an Eastern paper. The
Brown segmental wire-wound gun which
was tested by experts at Sandy Hook prom-
ises to make something of a revolution in
naval armament. With only twenty pounds
of the new Leonard smokeless powder and
a record pressure in the firing tests of 46,-
800 pounds per square inch, the Brown gun
threw a projectile with the enormous muz-
zle velocity of 2,665 feet per second.

There is a new famous man in the world
—not absolutely new but recent. His name
is B. I. Barnato, and he is called "Barney"
for short. His name is written in letters of
gold on that page of British history which
has 1895 at the top of it. He bids fair to
be remembered as long perhaps as Hudson,
the railway king. Barnato seems to be the
freak development of the African gold
boom. Cecil Rhodes and H. C. Robinson
share with him the leadership of the South
African boomers, but Rhodes has been a
noted man for years, and Robinson is said
to be a shrewd, careful man of business,
who hates notoriety. Barnato is a mete-
oric figure that has shot up into such an
immense publicity that not to know about
him is to confess one's self ignorant. Alad-
din was a duffer compared with him, and
Monte Christo seems beside him like an
unostentatious gentleman of comfortable
means. The main difference between Bar-
nato and South-Sea Bubble Law seems to
be that there really is a great deal of gold
in sight in South Africa, and though Eu-
rope has gone mad about it, it is not en-
tirely without an auriferous basis for its ma-
nia. But dear, dear! 10 us who have spent
two years in getting our fiscal reason re-
stored, how amazingly crazy Europe seems,
and how astonishing it is that it should be
so mad and we so sane, with only six days
of salt water between us!—*Harper's
Weekly.*

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estimated at 900 millions, that of America
at 800 millions.

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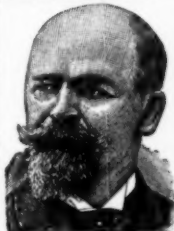
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The children of the town of Clitheroe, in England, are not afraid to ask for what they want. According to an item in the Lancashire *Daily Post* a meeting of the children of Clitheroe was recently held in the market-place to petition the town council to provide them with play-grounds. There was a fair number present. A boy named John Yates presided. It was decided to send the mayor and corporation the following memorial: "We, the children of Clitheroe, in public meeting assembled, beg to lay before you our needs in the matter of play-grounds. We have none; if we play at all we are forced to play in the streets. Then, by your instructions, we are liable to be pounced upon by the police and prosecuted. Such a state of things, we venture to suggest, is very unfair to us, and seeing that you are elected to your positions by our fathers and mothers, and as we are sure they would not object to pay a little extra in taxes for our benefit—we are perfectly aware that to provide play-grounds would incur expense—we beg of you to take this matter into your serious consideration, and to do honor to yourselves by recognizing our needs and providing us with play-grounds." It would seem as if it ought to prove very difficult for the authorities to refuse to yield to so reasonable and respectfully framed a request as this. Certainly the future of the town of Clitheroe should be an interesting one, seeing what style of citizens it is likely to have when these brave little boys and girls grow up and "run things" to suit themselves.—*Harper's Round Table*.

Solomon is credited with saying that there is "nothing new under the sun;" this sounds well enough, but is not strictly true. If he had lived in this age of the world he would have modified his saying somewhat. If there is nothing new there are many new applications of old principles. No sooner does a new demand arise than some genius devises a means to supply it. For instance, the well-known pen makers, Joseph Gillott & Sons, 91 John street, N. Y., have devised two new pens for use in teaching vertical writing. They are the No. 1045 Vertical Pen and the No. 1046 Vertigraph Pen. It will be found that one or the other of these pens, according to the individual need will meet the demands of the vertical system.

Interviews with the United States consul at Colon have recently gone the rounds of the newspaper press and attracted the attention of the people to the Panama Canal and kindred enterprises. The piercing of the isthmus by a ship canal is indubitably only a question of time. It is not always recognized how largely it is an American question. The recent reiteration by the national government of the Monroe doctrine will call attention to the necessity to main-

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tain the traditions of our national diplomacy of having the future canal under American control. In its economic aspects the people most deeply concerned is unquestionably our own nation. Hence many factors unite to make the canal enterprise of special importance to the United States.

The importance of giving a boy or girl who is intended for business a business education is now thoroughly appreciated. This has led to the production of books that exactly meet the needs of commercial schools. Williams & Rogers, of Rochester, N. Y., and Chicago, Ill., have made this a special study and have had prepared, on the most advanced lines, series of textbooks on bookkeeping, arithmetic, commercial law, etc. The reception of these books has been most flattering, and has led to the establishment of agencies in New York, Boston, Philadelphia, Atlanta, Cincinnati, Houston, Montreal, Portland, Ore., St. Louis, Los Angeles, and San Francisco. A catalogue giving full description and prices will be mailed to any teacher or school officer.

In the United States 276,360 telephones are in use. The largest switchboard in the world is that at the Cortlandt Street Exchange in New York. It has a capacity for 6,000 subscribers, is 263 feet long, and is divided in 40 sections. There are 260,000 holes or "jacks" and 780,000 soldered joints.

The most recent Swiss mountain railway is that to the top of the Stanserhorn, south of Lucerne—6,235 feet high. It is a cable road operated in three sections, each of which has its own cable and its own separate power house at the top of its line. The cables are driven by electricity, generated by water-power at the motor stations.

THE HAPPY HUNTING GROUNDS, ALSO FISHING OF THE SOUTH.

Under the above pleasing title the Southern Railway has in press a beautiful and comprehensive book appertaining to the hunting and fishing of the states through which this system extends.

This, indeed, comprises the entire South, including Virginia, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Tennessee and Kentucky, as throughout these states the Southern railway has its own lines.

The book is written in the happiest style of Mr. William Bruce Leffingwell, of Chicago, and the illustrations are ample and are especially prepared for this particular volume.

This is the first time that such a publication has been attempted, exhibiting in such an attractive manner the almost innumerable resorts for sportsmen in the South.

The publication will be issued prior to November 1, 1895, and can be obtained through any of the agents of the Southern Railway System.

Mr. Edward Atkinson says that in the mountains of Virginia, Kentucky, Tennessee, and the Carolinas there is a population of over two million people who to this day are chiefly clad in homespun fabrics, that those who weave these on hand looms work for less than ten cents a day. So that instead of economizing by making their own clothing the mountaineers are in the highest degree wasteful. That is, they would do better to raise wheat and sell it and buy clothes; their labor would then bring not less than thirty cents a day.

An Englishman traveling in Japan complains of the "petpetual" feast of green tea and snails and rice and raw fish.

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The system of canals contemplated by Russia will have a total length of 1,000 miles and will unite the Baltic and Black seas.

The Ceylon Tea Industry.

Some idea of the extent of the Ceylon tea industry may be gathered when it is remembered that to produce last year's crop of exported tea no less than three hundred and forty millions of pounds of green leaves were gathered from the plants and conveyed, for the most part on the backs of the pickers, to the factories for manufacture. Last year there were about 305,000 acres of land in the island planted with the tea shrub, and there is every prospect of this acreage being doubled within another ten years.

The rise of this new industry has had the most beneficial effect on the native population of the districts to which as yet it is confined. Go where one may in the tea country there is a general air of prosperity, which extends both to places and people. As a rule, the planters' bungalows are models of neatness, and of that luxurious comfort which seems to be nowhere better understood than here. And even among the natives of the district the pervading influence of prosperity is very apparent. Of course the wages earned are small—absurdly small from our point of view—averaging certainly not more than the equivalent of five cents a day, yet this, as it is regular, and as it allows of a considerable proportion of each family becoming wage-earners, is to their class a competency. There seems to be also what might almost be called a moral side to the tea business, which distinguishes it from most other kinds of labor in the fields. From first to last the tea business is scrupulously clean. The girls and men, yes, even the old women in the tea fields are clean both in person and in clothing to a degree not to be met with among native races engaged in out-door labor. The baskets into which the leaves are put when pulled are also scrupulously clean, and when they arrive at the factory they are handed over to operatives who are even ostentatiously clean in appearance. The dark skins of the men in the withering, weighing, and packing rooms are not more glossy in their cleanliness than are those of the girls in the sorting department; and their clothing, if somewhat scanty, is at any rate a model of purity. All this is, of course, a matter of commercial policy, but it is none the less a matter which enters, and will more and more enter, into the advancing civilization of the people employed in one or other portions of the work.

—*Harper's Weekly.*

Anson D. F. Randolph & Co. will publish immediately *Chronicles of Uganda*, by the Rev. R. P. Ashe, M.A., F.R.G.S., author of "Two Kings of Uganda," a faithful and impartial account by one who had no small share in the stirring events which have taken place in Uganda during the past few years. The author conducts the reader skilfully through the tangled mazes and partisan conflicts which have made up the history of Uganda during that period; and his work is full of the most valuable information as to the country, its inhabitants, its resources, and its possibilities.

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